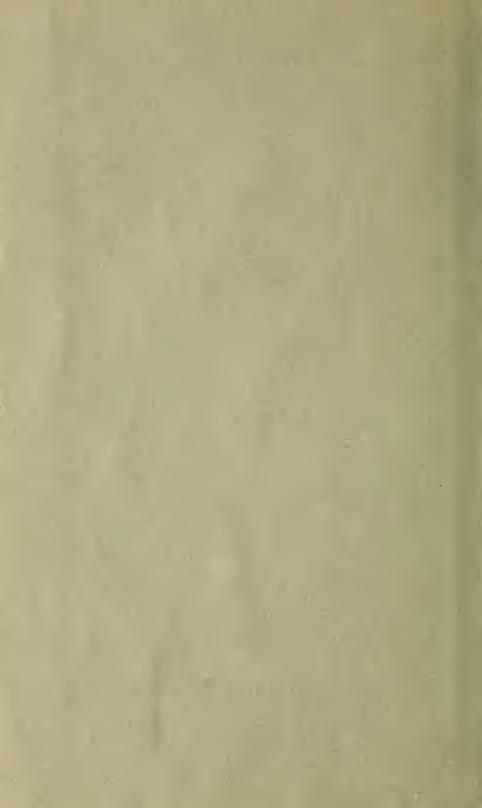


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CATALOGUE

of the

State Normal

and

... Industrial School ...

For the Colored Race

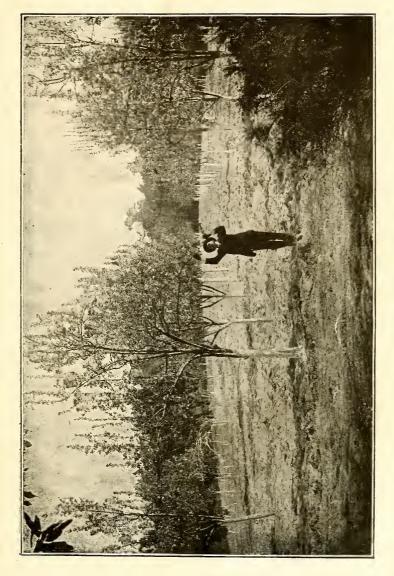
Fayetteville, North Carolina

With Announcements and Statistics

Scholastic Year Nineteen Sixteen and Seventeen

Fortieth Annual Session







FORTIETH

Annual Catalogue

OF THE

NORTH CAROLINA

State Colored Normal AND Industrial School

FOR 1916-1917

Fayetteville, North Carolina



STATE BOARD OF EDUCATION

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Prof. E. E. Sams, State Supervisor Teacher Training, and Superintendent State Colored Normal School

LOCAL BOARD OF DIRECTORS

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OFFICERS OF THE BOARD AND EXECUTIVE COMMITTEE

Hon. H. L. Cook	Chairman
Dr. H. W. Lilly	Treasurer
Hon. O. K. Nimocks	Secretary

FACULTY

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E. E. Smith, A. M., Ph. D.,	Principal	Education and Civics
	(Shaw University)	
Nannie L. Smith, Assistant	to Principal	Bookkeeper and English
	(Bennett College)	
Lillian E. Burke, A. B		Latin and English
	(Howard University)	• -
Mattie J. Chavis	Domestic	Science and Domestic Art
	(Sh'aw University)	
John F. Burrell		Agriculture and History
	(Hampton Institute)	
Hattie E. Hamer		Science and English
	(Howard University)	
Harry S. Crawford, B. S	Mathematic	s and Physical Geography
	(Howard University)	
Corinna E. Williams	Vo	cal Music and Pianoforte
(Con	servaiory of New Engla	and)
Dazzarine R. Fortson	M	ethods and Critic Teacher
	(Atlanta University)	

PREPARATORY DEPARTMENT

Hattie Elizabeth Hamer	Arithmetic and History
Corinna E. Williams	Music and Geography
D. Ruth Fortson	Reading and Writing
Mattie Chavis	Sanitation
N. Louise Smith	Language and Spelling
Dazzarine Ruth Fortson	Supervisor Model School
Nannie Louise Smith	Housekeeper
M. Janette Chavis	Matron
Hepsie G. Barrett	Kitchen Supervisor
Addell Moore	Dining-room Matron
Dr. B. H. Henderson	School Physician
Leon F. Warren	Janitor

SUMMER SCHOOL FACULTY 1916

Principal E. E. Smith, Conductor	Methods, Civics, Spelling
Lillian E. Burke Lar	nguage, Grammar, Sanitation
W. A. PatilloAr	ithmetic, Geography, History
Florence C. Williams-Domestic Science, Domestic	estic Art,
	Primary Manual Training
Effie C. PointerPrimary Methods	, Drawing, Manual Training

CALENDAR

SCHOOL YEAR, EIGHT MONTHS

10th September, Monday	Session Opens
10th September, Monday	Entrance Examination of Students
11th September, Tuesday	Registration and Assignment to Work
29th November, Thursday	Thanksgiving Day
21st December, Friday	Christmas Holidays Begin
28th December, Friday	Christmas Holidays End
	Work Resumes

GENERAL INFORMATION.

HISTORICAL SKETCH.

This institution was established in Fayetteville, by the State Board of Education, under an Act of the General Assembly of 1876-77, for the training of teachers for the Colored Public Schools of the State. It has completed forty school years, of from eight to ten months each, in which have been enrolled 4,928 different students, from seventy-seven counties in the State. Of these, four hundred and seventy-two have completed the prescribed course of study and have been awarded diplomas. The graduates have engaged in teaching in city graded and district schools of the State, with very few exceptions. Large numbers of undergraduates also engage in teaching in the public schools.

The attendance upon the school has increased from year to year, until last session the enrollment was more than four hundred, exclusive of the more than two hundred teachers who attended the Summer session.

LOCATION.

The location is well nigh ideal, with a splendid frontage of quite a half-mile of railroad, on the one side, and an equal distance of frontage, of a well kept sand-clay, public road on the other side, renders the campus easy of approach. The wisdom and foresight of those choosing the school site are seen in the selection of this exceptionally fine location. The State Normal School occupies a commanding site on the summit of a hill which overlooks Fayette-ville and is surrounded by a campus of forty acres.

Besides abundant natural grown oak, pine and other forest trees, which suggest the future park; and a beautiful grove of majestic shade trees, which adorn the campus, there are hundreds of pear, apple and other fruit trees on the site.

BUILDINGS.

The Administration building is a large two-story brick, with commodious class rooms, halls, cloak rooms, principal's office, assembly hall or auditorium, and a basement which is used as work shop.

DORMITORY FOR GIRLS.

This is a large three-story brick building. In addition to its scores of bed-rooms, it contains also kitchin, dining-room, pantry, store-room, domestic science and domestic art rooms.

FRAME STRUCTURES.

The cottage occupied by the principal, the different small cottages occupied by male students; the laundry building, the barns and stables constitute the other buildings in use at the school.

SOME URGENT NEEDS.

Perhaps the most imperative need of the scohol, at present, is larger accommodations. Our dormitory facilities are by far insufficient to accommodate the large and increasing number of students attracted to the institution by reason of excellent work which is being done in the different departments of the school. Our auditorium, class-rooms, and dormitories were all taxed, during last session, to their fullest capacity to accommodate the students, while in the dining-room they had to be served in relays.

But plans and specifications are now being prepared and considered looking to the erection of a new building.

SPECIAL EVENTS.

The visit of Miss Sarah J. Walter, directress of the department of methods and teacher-training at Hampton Institute, Hampton, Va., was inspirational. Her talk to the teachers and advanced students was very instructive. She was accompanied by a number of prominent educators.

VISIT OF BISHOPS.

Bishops J. W. Hood and G. W. Clinton, with Dr. W. H. Goler, late president of Livingstone College, and others, paid a visit to the Normal School, during the session of the North Carolina Conference of the A. M. E Zion Church, held in Fayetteville during the Fall. These distinguished divines and educators gave utterances to expressions of encouragement and of hope.

PRESIDENT MESERVE VISITS.

Dr. C. F. Meserve, president of Shaw University, Raleigh, favored us with a visit during the session. In an address at the school President Meserve especially emphasized the importance of thorough preparation for one's chosen work.

SUPERVISORS AND PRINCIPALS.

The two days' session of the annual conference of county supervisors of rural schools and principals of county training schools was held at the Normal School during March.

The meeting brought together scores of the most practical and efficient educational workers of the colored race in North Carolina.

Their reports and discussions were to the point and showed that commendable progress was being made in the rural schools and community uplift of the people generally wherever these workers were engaged.

Prof. N. C. Newboid, State Agent of Rural Schools, presided over the deliberations of the conference.

The members of the senior Normal class were permitted to attend the sessions of the conference. They were much benefited and encouraged by the varied information which they were enabled to gather by attending the very inspiring meetings.

SUMMER SCHOOL.

A Summer school of four weeks was conducted at the institution, beginning July 31, and continuing till August 25, 1916. The session was attended by 204 teachers from all sections of Southeastern North Carolina.

Not only did the teachers get the latest and best approved methods of instruction in the several branches, required by law, to be taught in the public schools of the State, but they had the opportunity, also, to enjoy the benefit of the personal contact with their fellow-teachers whereby they could discuss topics and problems which they encountered in their several schools.

During the Summer school the farmers of nearby counties were invited to meet for one day. Numbers of farmers came and demonstrations in canning were given by an expert. The agent of the boys' corn club was present and discussed various phases of farm work.

The faculty of the Summer school consisted of E. E. Smith, conductor; W. A. Pattillo, Lillie E. Burke, F. C. Williams, Effie C. Pointer and Nannie L. Smith.

CONTRIBUTIONS.

As in former years, the students and friends of the school have manifested interest in its development and progress.

The Senior Class purchased the material and built a splendid pair of cement steps, leading up the railroad embankment to the school campus. There are ten of the steps, which are twelve feet long.

CLASS IN PRACTICAL AGRICULTURE



The Junior Class bought the material and constructed a cement pavement, from the railroad to the Administration building, a distance of a hundred feet. The pavement is seven feet wide. It is well finishd. This pavement joins the cement steps built by the same class during the preceding session.

Other classes are aiding in every way possible to beautify the campus.

One of the lady instructors gave to the agricultural department of the school, during April, twenty fine Rhode Island Red hens and four roosters.

RELIGIOUS SERVICES.

At 9:30 Sunday morning, the teachers and students attend Sunday School in the school assembly hall. The International Lesson Helps are used.

At 3:30 Sunday, religious services are usually conducted at the school. Song and praise services are conducted every Sunday evening from 6:30 to 7:30 o'clock.

INFORMATION FOR GIRLS WHO WISH TO ENTER THE NORMAL SCHOOL.

Students will be expected to dress neatly, but plainly. Silks, satins or expensive or showy dresses of any kind will not be allowed.

Each girl will be required to provide herself with a blue woolen coat suit for Sunday wear or for public occasions. White shirt waist and light dresses require too much time to laundry. Therefore, for every day wear dark skirts and waists, also dark wash dresses may be worn. Dark petticoats, rather than light ones, should be provided. If it is not convenient for young women to procure these suits at home, before leaving for school, they can be provided at school, at cost. Hats to match suits may be obtained also at school.

SUGGESTIONS TO BOARDING STUDENTS.

Students must provide themselves with covering and bed linen, such as sheets, pillows, pillow cases, blankets or quilts, counterpanes and towels.

Each girl should have an umbrella, a pair of rubbers, thick-soled shoes, work-aprons and work-dress.

Every article of wearing apparel, as well as bed clothes and towels, should be marked plainly in indelible ink with the full name of the owner.

NOTICE.

In case of serious illness, parents or guardians will be notified.

DISCIPLINE.

Attention is called to the following regulations, and persons who think they cannot observe them are warned against coming to us:

- 1. Students on the institution roll who live at their homes are expected to observe, in general, the same regulations respecting conduct, deportment, and habits of study as those living in the school buildings, and no persons who are minors will be enrolled as day students unless they live with their parents or guardians.
- 3. Students absenting themselves from their classes or from the school grounds, without permission, render themselves liable to discipline.
- 4. All students' rooms must be kept ready for inspection at all times. Occupants of any room are directly responsible for any improper conduct within, and for any damage done t_0 the room or furniture while used by them.
- 5. Gambling, card playing, use of tobacco and intoxicating drinks, use of obscene language, visiting places of vice, and behavior not suited to the school's welfare are strictly prohibited.
- 6. No fire arms, gunpowder, or anything liable to endanger life or property, must be brought upon the grounds.
- 7. Any boarder desiring to leave the city or to absent himself or herself from the school over-night must first get permission from parents or guardian, then from the matron and President's office.
- 8. Girls must not leave the campus unless chaperoned by a teacher or someone named by the President and Matron. Boys must not leave the campus unless given official permission.
- 9. Any student violating any of the foregoing rules is subject to such discipline as the school sees fit to administer.

PRIZES GIVEN.

The Dr. Melchor prize of \$20.00 given annually for the best work in Physiology and Sanitation, was awarded to:—Walker Freeman, Fayetteville, Cumberland county, \$6.00; Iola Black, Lillington, Harnett county, \$4.00; Lillon McLean, Purvis, Robeson county, \$3.00; Mary Stanford, Verona, Onslow county, \$2.00; James Alston, Townsville, Vance county, \$3.00; Sarah Blake, Fayetteville, Cumberland county, \$2.00.

The E. E. Smith prize of \$5.00 to the student for bringing the

largest number of new students was awarded to Louise Robinson, Tar Heel, Bladen county.

Prize \$1.00 given by Mr. Wall, Selma, for the best speller in Normal Department was won by Maggie McCollum, Robeson county.

Prize, a gold ring, given by Mr. Jesse Goode, Boston, Mass., for the girl in Senior Class making the highest average, was won by Maggie McCollum, Robeson.

Special prizes were given by Dr. H. H. Perry and a number of the city merchants and business men for meritorious work in Domestic Science, Domestic Art and Manual Training.

GENERAL REGULATIONS.

The following regulations govern the school:

- 1. Pupils of both sexes are to be admitted, but no student from a distance will be allowed to board outside the school dormitories, except by special arrangement with the Principal.
- 2. Only pupils of good moral character will be admitted or retained.
- 3. No pupil will be admitted to the school after the opening week, except upon examination, which examination will cover the previous work of the class to which admission is sought. All such examinations and their result must be approved by the superintendent.
- 4. No pupil will be advanced to a higher class except upon the satisfactory completion of the work of the preceding class. All tests and examination questions shall be first approved by the superintendent, and no promotion to a higher class will be valid except approved by the superintendent.
- 5. The school year shall consist of eight months of twenty school days each. No holidays except Thanksgiving Day, Christmas Day and New Year's Day shall be given. A Christmas recess not exceeding ten days may be given, but such recess shall not be included in the school year of 160 days.
- 6. Three unexcused absences or tardies during the year may cause any pupil to be suspended from school for the remainder of the year. The Principal will not accept any excuses for the tardiness or absence except the serious sickness of the pupil or his immediate family.
- 7. No substitute teacher shall be employed, except upon the approval of the superintendent, and no student shall be permitted to teach any normal class.
- 8. All students who receive free tuition shall sign a pledge to teach two years in the colored public schools of the State.

9. The satisfactory completion of the work of the eighth grade of the Elementary school as set forth in the State Course of Study will be required for entrance on the work of the Normal Course of Study.

NATURE AND DESIGN.

A normal school is neither a college, a law, nor a theological school, but a school for the thorough instruction and systematic training of students who wish to become teachers; hence the design of this school is—

- 1. Thorough instruction in all the branches required to be taught in the public schools of the State;
- II. The best methods of teaching these branches and governing the schools, and
- III. The cultivation of the habit of thinking clearly and systematically, and the practice of delivering the thoughts and explanations in a lucid and pleasant manner. To accomplish this, our course of study, practice in teaching, library, and rhetorical exercises are admirably adapted.

QUALIFICATIONS OF A GOOD TEACHER.

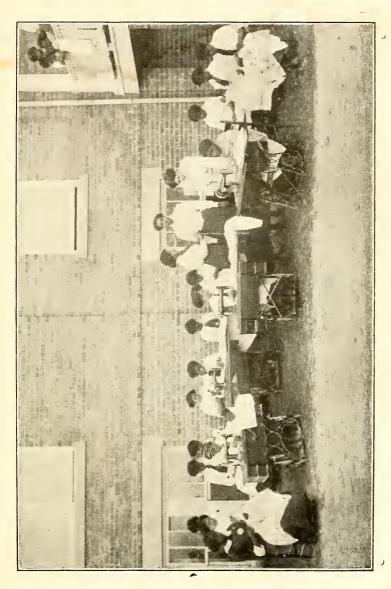
- 1. Good health, good common sense, and sound judgment.
- 2. A thorough knowledge of the branches he proposes to teach.
- 3. Aptness to teach. He may be rich in knowledge, but it will be of little value to his pupils unless he has the skill of communicating it.
- 4. Perfect self-control. He cannot govern others when unable to govern himself.
- 5. Love for his calling. Any work is easily done when prompted by love. Whatever one does willingly, is no trouble.

EXAMINATIONS.

Oral and written examinations of all the students will be held during the first week of each term, and public examination and exhibit annually, at the close of the session.

SOCIETIES.

The Normal and Smithsonian Literary Societies which meet Friday evening of each week, and the Y. M. C. A. and Y. W. C. A., which meet weekly, are societies formed among the students and subject to their own control, under the supervision of the teachers. They are excellent means for drill in parliamentary usages and business habits.





EXPENSES.

Board (payable in advance) including fuel, light, and room
rent, per month of four weeks each\$8.50
Entrance Fee
Washing for boys (girls do their own washing) per month
of four weeks 1.00

.... MUSIC, PIANO OR ORGAN

Two lessons per	week, one month	\$2.00
One lesson per w	reek, one month	. 1.00
Use of piano per	month	50
Use of organ pe	r month	25
Diploma Fee		. 2.00

Students remaining during the Christmas holidays will be required to pay board.

Money will not be refunded to students leaving school except in case of protracted illness. Remittance in payment of bills should be sent by postoffice money order, registered letter or check, and made payable to the Principal, and not to the student.

/ TUITION.

Tuition in the Normal School is free to those who intend to teach in the colored public schools of North Carolina. Those who do not intend to teach must pay \$1.00 per month tuition. The school is sustained for the purpose of training teachers for the elementary public schools. It is only just and right that those who take advantage of the school and who do not intend to teach, shall pay the tuition charges.

Special attention is called to the expenses of the school.

All students, whether boarders or day pupils, must pay at least one month's expenses and the annual fees before they can be registered.

All students are required to give at least one hour's service to the school each day, or its equivalent.

All old accounts must be settled before entering for the new year.

Students must pay for any damage to furniture or buildings resulting from carelessness.

The school year consists of eight months of four weeks each. No student who is behind on the books for more than 15 days will be admitted into the dining hall or classes.

OUTLINE COURSE OF STUDY.

NORMAL DEPARTMENT.

This department of the Institution is being made more and more a real Normal School. It is designed to prepare teachers for the public schools of the State. The course of study has been raised two years. It now includes practice work, under the critical eye of trained and experienced instructors in Education and Pedagogy.

Three things especially are undertaken in this department:

- 1. Grounding the students in the common school branches with special reference to teaching these subjects;
- 2. Acquainting them with the most approved facts of the history and science and art of education;
- 3. Illustrating in the model school for the benefit of the young teacher the facts thus learned.

Our constant effort is to give the students such a well rounded culture of head, hand and heart as should ever enable the industrious and conscientious teacher to do his best in assuming and discharging the weighty responsibilities of his great calling.

It is the purpose of the management to make this department of the Institution more and more professional, bringing it up as rapidly as possible to the grade of the standard normal schools of the country.

It is proposed under the supervision of the representative of the State Department of Education, to give the State a real Normal School—such as will command the respect of the promoters of Educational Science and practice at home and abroad.

This department offers courses in sewing, cooking, laundry work, domestic economy, etc., for girls; carpentry, poultry raising, agriculture (including dairying), brick-laying, plastering, etc., for boys.

The institution owns a horse and wagon, cows, hogs and farming utensils. Stress is laid upon gardening and farming, since the large majority of those who receive their training in this institution will teach in communities where farming will be the work of those interested in the school From the school farm feed-stuffs for the stock are grown, and from the garden vegetables are furnished the Boarding Department.

COURSE OF STUDY.

FIRST YEAR.

I. English:

- a. Literature: Selections from Riverside Literature.
- b. High School English, Brubacher and Snyder Book I.
- c. Practical Exercises in Written English.
- d. Spelling: Chase, Williams, and Griffin.

II. Mathematics:

- a. Milne's High School Algebra to Quadratics.
- b. Practical Arithmetic, Cook and Cropsey.
- III. Science: Tarr's Physical Geography.
- IV. History: Myer's General History.
- V. Latin: Gunnison and Harley-Beginner's Book.
- VI. Drawing: Book VII.
- VII. Vocal Music.

Required Subjects:

English, Mathematics, Latin, Science, History.

Elective Subjects (elect one):

Agriculture or Manual Training for boys; Household Economics for girls.

SECOND YEAR,

I English:

- a. Literature: Pace's American Literature, with Reading's alternating with English Classics.
- b. Composition and Rhetoric: Hitchcock's English Practice Book.
 - c. Practical Exercises in Written English.
- II. Science: Commercial Geography-Robinson.
- III. History: Myer's General History-Completed.
- IV. Latin:

Review the work of the previous year—Caesar's Commentaries, (Selections); Bennett's Caesar, and Bennett's Latin Grammar.

V. Mathematics:

Milne's High School Algebra, completed. Business Arithmetic and Bookkeeping.

- VI. Vocal Music.
- VII. Pedagogy.
- VIII. Economics and Social Studies.

IX. Drawing: Book VIII.

Required Subjects:

English, Mathematics, Latin, History.

Elective Subjects:

Pedagogy (including Social and Economic Studies), Science, Agriculture, or Manual Training, for boys; Household Economics, for girls.

THIRD YEAR.

I. English. College Requirements in English.

II. Latin: Caesar's Commentaries.

III. German: Paul V. Bacon's German Grammar.

IV. Mathematics: Wentworth's Plane Geometry.

V. History: English History.

VI. Science: Physics: Culler's First Book.

VII. Pedagogy.

VIII. Economic and Social Studies.

Required Subjects:

English, Mathematics, Latin, Science, Pedagogy, alternating with Social and Economic Studies.

Elective Subjects:

History, German or Spanish, Agriculture or Manual Training, for boys; Household Economics, for girls.

FOURTH YEAR.

I. English: College Requirements in English.

II. Science: Chemistry

III. Latin: Virgil's Aeneid. Prose Composition.

IV. German: Spanhoofd's Clementarbuch.

V. Mathematics: Plane and Solid Geometry.

VI. History: Review.

VII. Pedagogy.

VIII. Economic and Social Studies.

Required Subjects:

English, Mathematics (Plane Geometry), Latin, Science, Pedagogy, alternating with Social and Economic Studies.

Elective Subjects:

Mathematics (Solid Geometry), German or Spanish, History, Agriculture or Manual Training, for boys; Household Economics, for girls.

MUSIC.

1. Vocal Music. This is required of all students in the Normal Department. These receive such elementary instruction as is need-

A COOKING CLAUS



ed, and the more advanced have history of music and practice in chorus singing. An advanced chorus meets twice a week throughout the year.

Instrumental Music. Instruction in piano, organ, viclin and cornet is given. An effort is made to suit the instruction to the needs of the individual pupil. In general, the Elementary Course includes a thorough foundation in technique, with selected studies and sonatinas, and easy pieces by classical and modern composers. The Advanced Course continues the study of technique, including major and minor scales in various forms, arpeggios and chords, etudes and studies. Greater atteniton is given to such composers as Mendelssohn, Schumann, Schubert, Chopin, Grieg, Rubenstein, Mozart, Haydn, Beethoven. Private recitals are given at intervals and a public recital is given at the close of the year.

PREPARATORY DEPARTMENT.

FIFTH GRADE.

Reading: King Arthur and His Knights; Fifth Year Language Reader: Stepping Stones to Literature; New Fifth Reader.

Language: Modern English, Book One, Completed.

Spelling: Speller to be selected; Webster's Common School Dictionary

Writing: Palmer Method.

Arithmetic: Milne's Progressive Arithmetic, Second Book, Part 1. Supplementary Problems.

Geography: Tarr and McMurry's New Geography, First Book, completed. North Carolina Geography.

History: Connor's Maker's of North Carolina History, and Chandler's Maker's of American History, completed.

Hygiene: Ritchie's Primer of Hygiene, completed.

Drawing: Book Three.

SIXTH GRADE.

Reading: Selected Parts of Riverside Sixth Reader and Sixth Year Language Reader. Classics to be selected.

Grammar: Reed & Kellogg's Graded Lessons in English, completed.

Spelling: Speller to be selected. Webster's High School Dictionary.

Writing: Palmer Method.

Arithmetic: Milne's Progressive Arithmetic, Second Book, completed.

Geography: Tarr and McMurry's New Geography, Second Book, to South America. North Carolina Geography.

History: Our Republic, to page 205. Hill's North Carolina History, to page 213.

Sanitation: Ritchie's Primer of Sanitation, completed.

Drawing: Book Four.

SEVENTH GRADE.

Reading: Courtship of Miles Standish; Evangeline; Riverside Seventh Reader; others to be selected.

Grammar: Reed & Kellogg, Book II.

Spelling: Speller to be selected.

Writing: Palmer Method.

Arithmetic: Milne's Progressive Arithmetic, Third Book, to page 247.

Geography: Tarr and McMurry's New Geography, Second Book, completed. North Carolina Geography, completed.

History: Our Republic, completed; Hill's North Carolina History, completed.

Physiology: Ritchie's Primer of Physiology, completed.

Drawing: Book Five.

EIGHTH GRADE-HIGH SCHOOL.

Reading: Selections from Riverside Literature for Eighth Grade. Review of Stories for Supplementary Reading in Primary Grades.

Grammar: Reed and Kellogg, Book II, completed.

Spelling: Speller to be selected.

Writing: Palmer Method.

Arithmetic: Milne's Progressive, Third Book, completed.

Civil Government: Peele's.

Physiology: Culler's Book III, Fall Term.

History: Montgomery's Leading Facts in English History. Current Events from Newspapers, etc.

Drawing: Book Six.

THE MODEL OR PRACTICE SCHOOL.

The one essential feature in a well regulated Normal School is a properly conducted model school. It is the pedagogical laboratory in which the student-teacher observes the working of the child-mind and applies the knowledge thus gained in carefully planned teaching acts.

Our model school will not consist of a few pupils selected for this special purpose, but it will be a well organized graded school, including the first four grades of the elementary school. The management and instruction will be under the immediate direction of an experienced teacher. This will insure a practical, as well as a pedagogical training for our students.

Thus it will be seen that the model school is to perform two distinct but relative functions: It will be used as a Model School for the observation of expert teaching, and as a Practice School for Seniors, who serve an apprenticeship as actual teachers.

The Seniors will be required to devote one hour a day to this work.

Courses will be given in special methods of teaching reading, language, arithmetic, geography, and nature study. The principles taught will be deducted from class-room teaching. Typical lessons will be observed and discussed from time to time. The lesson topics will be chosen with reference to their concrete application to principles of teaching. The aim is to give the students preparing to teach such professional equipments as shall enable them to go into the public schools of the State and teach acceptably and well; teach the branches required by law to be taught in the free public schools, in a strong way.

OUTLINE COURSE OF STUDY IN THE PRACTICE SCHOOL. FIRST GRADE B.

Reading: Playmates Primer (Wide Awake Primer), Wide Awake First Reader, Supplementary Readers.

Language. Conversation Work, Oral Reproduction, Correcting Errors of Speech, Copying Sentences.

Spelling: Words from Readers, and New Word Speller.

Writing: Writing or Blackboard and on ruled papers, Palmer

Method.

Arithmetic: Incidental Number Work.

Geography: Nature Work.

History: See Course of Study.

Physiology and Hygiene: See "Manual of Physiology and Hygiene in Primary Grades," and N. C. Education Bulletin VIII, pages 142-147.

FIRST GRADE A.

Reading: Haliburton Primer, Wide Awake First Reader, Summer's First Reader, Progressive Road to Reading—Book One, Child Life Second Reader.

Language: See Course of Study and First Grade B.

Spelling: See Course of Study and First Grade B.

Writing: Palmer Method.

Arithmetic: See Course of Study and First Grade B.

Geography: See N. C. Educational Bulletin VIII, pages 42-44. History: See N. C. Educational Bulletin VIII, pages 120-132.

Physiology and Hygiene: See First Grade B.

Drawing: Book One.

SECOND GRADE B.

Reading: Progressive Road to Reading, Book One; Gordon Second Reader, Book Two; Free and Treadwill's Second Reader.

Language: Oral Reproduction, Correcting Errors of Speech, Copying Sentences and Letters.

Spelling: New Word Speller.

Arithmetic: Addition and Subtraction.

Geography: Lessons on Plants, Animals, Water Air, Heat, Light, Time, etc. See Course of Study.

History: See Course of Study.

Physiology and Hygiene: See "Manual of Physiology and Hygiene, Primary Grades," and N. C. Educational Bulletin VIII, pages 142-147.

Writing: Palmer Method.

Drawing: Book One.

SECOND GRADE A.

Reading: Child Life Second Reader, Second Year Language Reader, Howe's Second Reader, Gordon Third Reader, Progressive Road to Reading Book Three.

Language: See Course of Study and Second Grade B.

Spelling: New Word Speller.

Arithmetic: Addition and Subtraction.
Geography: See Course of Study.
History: See Course of Study.

Writing: Palmer Method.

Drawing: Book Two.

Physiology and Hygiene: See Manual of Physiology and Hygiene in Primary Grades" and N. C. Educational Bulletin VIII.

THIRD GRADE.

Reading: Gordon's Third Reader, Merrill's Third Reader, Howe's Third Reader.

Language: Oral and Written Reproduction, Letter Writing, Dictation, Capitalization and Punctuation.

Spelling: Speller to be selected.

Writing: Palmer Method.

Arithmetic: Addition and Subtraction, Multiplication and Short Division.

Geography: Direction, Surface Features, Drainage, Springs, Brooks, and Rivers, Air around the Earth, Food, Clothing, Shelter, Fuel. See course of Study.

History: Oral Stories of Washington, Franklin, Lee, etc.; Bible Stories; Fairy Tales, Myths, etc. See Course of Study.

Physiology and Hygiene: See "Manual of Physiology and Hygiene in Primary Grades," and N. C. Educational Bulletin VIII.

Drawing: Book Twc.

FOURTH GRADE.

Reading: Baldwin's Old Stories of the East, Progressive Road to Reading, Fourth Reader Graded Classics No. 4, Fourth Year Language Reader.

Language: Modern English, Book One, to page 109; Dictation, Composition, Letter Writing.

Spelling: The Master of Words, Webster's Common School Dictionary.

Writing: Palmer Method.

Arithmetic: Milne's Progressive Arithmetic, First Book, Parts I, II, III, completed.

Geography: Tarr and McMurry's New Geography, First Book; N. C. Geography. See Course of Study.

History: N. C. Colonial Stories: Exploration and Discovery.

Physiology and Hygiene: Tuberculosis and its Prevention; "Suggestions to Teachers Regarding Medical Inspection," etc. See Course of Study.

Drawing: Book Three.

INDUSTRIAL DEPARTMENTS.

There is a greater awakening in favor of efficient manual service than ever before. Therefore, a knowledge of the theory and practice of hand work is necessary for the young people who are going out into the world expecting success to crown their efforts. These departments having been equipped, will be improved.

AGRICULTURAL WORK.

There is no industry in the South that is receiving more attention than Agriculture. The progressive leaders are realizing more and more fully that by developing this industry they are opening the door to the greatest source of human independence and comfort.

While this is not an agricultural school, in a technical sense, yet special attention is given to the training of students in such branches of Agriculture as will enable them to teach the subject in rural schools and puta knowledge of it into practice on their home farms.

Special stress is laid upon the teaching of growing Legume crops, for the restoring of nitrogen; rotation of crops; raising improved farm animals and poultry; care of orchards, and practical farming.

There are kept at the school Barred Plymouth Rock and common chickens; Registered Duroc Jersey hogs.

There are also Jersey cows and some Jersey and Holstein grades of cows kept at the school. These are kept for observation, study and comparison of breeds, and also for the purpose of learning how to properly care for and feed stock. This department, too, will be improved.

PRACTICAL HORTICULTURE.

Care of the Campus:

The student is given actual practice in the management and caring for the campus, such as growing shrubbery, roses, hyacinths, narcissus, tulips and other flowers. For First and Second Year, Lectures, Fall Term.

II. Small Fruit:

Latest methods of propagation, cultivation, spraying, pruning and preparation of the soil for all classes of small fruits are freely discussed.

For Third Year-Winter Term, Text, Fuller.

III. Practical Botany.

Such subjects as how plants feed from the soil and air; the effects of light, heat and moisture, plant diseases and remedies are discussed in the most practical way. Also the different kinds of plants such as mosses and lichens, yeast and fungi are discussed.

BASKET BALL



Fourth year, Spring Term, Text Elementary Botany (Bailey). Farm Management:

- I. Special emphasis is laid on the selection of a farm, the advantages of proper location, planning and equipment. Farm accounts and the cropping system are freely discussed, given both by recitation and lectures. Fourth Year, Winter Term, Text, Card's Farm Management.
- II. Farm Crops: This subject is made very clear by recitations, lectures and actual practice on the farm. The origin, production, seeding, cultivation, harvesting and marketing are discussed in the most practical manner, also the preparation of soils, value of Fall plowing, rotation of crops is clearly set forth. Third and Fourth year, Spring Term.

ANIMAL HUSBANDRY AND DAIRYING.

- 1. Animal Breeding: The scientific principles underlying successful breeding taught in the most practical manner. The subjects of selection, atavism, variation, heredity, line breeding, cross breeding and in breeding are fully discussed. For Third year, Fall Term, Text Shaw's Animal Breeding.
- 2. Feeds and Feeding: The laws of nutrition and the composition of the animal body are discussed in order that the student may see the need of knowing the composition and digestibility of feeding stuffs. The practical application of the nutritive ratio is made by actually compounding rations for animals on the school farm. Text, Feeding of Animals (Jordan). Fourth year, Spring Term.

Stock Judging: The origin, history and special points of the various breeds of horses, cattle and swine are studied, both from the text and lectures, with the specimens in question actually before the class. Third year, Winter Term, Text Judging of Live Stock (Craig).

3. Dairy Management: The fundamental principals underlying successful dairying are studied in the most scientific and practical way. In addition to the text, lectures will be given throughout the year on such subjects as selection of dairy sites, herd, and general arrangements of both farm and dairy equipment; also secretion, composition and production of milk, milk and cream testing are done. Third year, entire year.

Bacteriology: In addition to the text, lectures are given on the nature of bacteria, their relation to other plants, farm products and animal diseases; methods are given by which their action may be checked or hastened, as desired. For Fourth year, Fall and Winter Terms. Text, Agriculture Bacteriology (Conn).

Poultry Husbandry: The importance of this industry is clearly set forth. Location and construction of poultry houses, both on large and small scale are discussed. Selection and study of breeds discussed. Selection and study of breeds, feeds and feeding, selection of eggs for incubation, and the proper care of young birds receive careful attention. Notes are given on diseases and remedies for same. For Fourth year.

MECHANICAL DEPARTMENT.

The school offers courses in the following trades: Wood-work, including carpentry, cabinet making, wood turning, etc., brick laying, plastering and painting. Mechanical drawing is given as a part of the training of all the trade students. The kind of training which this department gives not only fits men to follow directions intelligently and skillfully, but to plan and to lay out work, to estimate materials, to read drawings and to build from same and give directions to others; to increase the average standard of skill and intelligence in all of the trades for which it establishes courses.

The work in each division is designed to meet the needs of the man who has already done some work in the trades as a workman, but who wants to strengthen and broaden his preparation through systematic instruction and training adapted to his special needs. It is also designed to meet the needs of the man who has no knowledge of the trade processes and who wishes to take the necessary steps to become a skilled workman with capacity for leadership in the shortest possible time.

COURSE OF INSTRUCTION.

This course consists of house carpentry, cabinet making, wood turning, and includes the drawing of plans, etc. The course embraces a variety of bench work which brings into use all the tools commonly used in the trade. When a certain proficiency is reached we erect a house in or outside the work shop—and each boy has an opportunity to apply what he has learned in house construction. There is also a large number of tables, cabinets, book cases, etc., that have to be made every year which gives employment to the student in cabinet making.

Our shop is equipped with the latest and best machines, such as the planer, band saw, universal rip saw, power grindstone and lathe. This machinery is driven by electric motor.

BRICK LAYING AND PLASTERING.

Special stress is laid on plain house work, including foundations, chimneys, fire-places, walls, window and door arches; instruction is given in scaffolding, mixing mortar for both brick and plastering,

lathing, use of hair and mortar stains, estimating, drawing and reading blue print drawings, etc.

Plastering and repair work, also the concrete work, the building of side walks, etc., are looked after by this division.

PAINTING.

This course includes house painting, hardwood furnishing, interior work, such as frescoing and varnishing. All the staining and varnshing of floors, the painting of all the furniture made in the carpentry or wood working division are stained and varnished by this division.

MECHANICAL DRAWING.

The drawing is arranged with a view to giving the student a general knowledge of working drawings, preparing him to read these intelligently, cultivating his ability to make working drafts plans, elevations and selections of tools, buildings, wagons and other work along the line of his trade, and to build according to the same.

RURAL MANUAL TRAINING.

This course is designed to enable all graduates to meet the common problems of repairing the school house, etc., and instructing their students in the use of tools; making useful articles for home use and the repairing in general of the home and the community. Working drawings for the articles and the execution of the various patterns are carried out in wood with the use of as few tools as possible and on as condensed theory scale as practical,

COURSE IN MANUAL ART.

SEVENTH GRADE.

- 1. Names and uses of tools and apparatus.
- 2. Sharpening and setting tools for work.
- 3. Care of the shop and apparatus.
- 4. First ten models in manual training completed.
- 5. Drawing and sketching.

EIGHTH GRADE.

- 1. Advanced models in manual training.
 - 2. Mechanical drawing.
 - 3. Sketching and making simple pieces of houseware.
 - 4. Practical repair work, etc.

NORMAL DEPARTMENT.

FIRST YEAR.

- 1. Mechanical Drawing.
- 2. Care and Use of Machinery.
- 3. Wood Turning.
- 4. Uses of Stains, Varnishes, etc.

SECOND YEAR.

- 1. Architectural Drawing.
- 2. Blue Printing.
- 3. Making Simple Pieces of Furniture.

THIRD YEAR.

- 1. Making Pieces of Furniture from Original Designs.
- 2. Lectures on Building Sites, Building Superintendence and Building Inspection.
 - 3. Further Work in Furniture Making.

FOURTH YEAR.

- 1. Mechanical and Architectural Drawing Reviewed.
- 2. Shop Management and Superintendence.

DOMESTIC SCIENCE DEPARTMENT.

The most profitable, the most interesting study for women is the home, for in it centers all of the issues of life.

The main object of this department is to teach system, dispatch and practical knowledge. To make home-making an inspiring profession and to show that it is a science that calls for woman's best efforts, but not her whole existence. To show that the good cook holds the key to a happy home, and that the woman who is trained in the art of cooking has every advantage.

Each girl is required to provide herself with a large white apron which should cover her whole dress ,two towels, sleevelets, a note book and a pot holder for this department.

Students can make these things in the sewing room, if they do

not understand how to make them at home.

TEXT BOOKS.

FIRST AND SECOND YEARS.

Elements of the theory and practice of cooking by Williams and Fisher.

Government Pamphlets.

THIRD AND FOURTH YEARS.

Foods and Household Management by Kinne and Cooley.

REGULATION UNIFORM.

Large white aprons with bibs, sleevelets, white caps, hand towels, holders for handling cooking utensils.

REQUISITES.

Notebook, pen and ink.

SEVENTH GRADE.

Sequence. The Meal. The Home. Study of air, firemaking, fuel, the regulations of drafts, care of range, economical use of fuel, measurements and their equivalents, stand measures, accuracy in measuring. Proper methods of working in kitchen, cleanliness, neatness and accuracy of work. Dish washing, care of kitchen linen and equipment. Practical canning and jelly making. Practical work in preparation, cooking and serving of the following classes of food: tea, cocoa, chocolate and coffee, cereals, fruits, starches, quick breads, yeast bread, soup and stock, cream soups, study beef creature, cuts of meats, principles of cooking tough and tender cuts, of eggs, milk (care and handling to prevent contamination), use of left over food, simple salads (dainty and attractive service), gelatine deserts, plain pastry, fruit pies; cookies and simple candies; planning, preparation and serving a breakfast to a family of six, cost, combinations, sandwiches, macaroni and cheese, freezing lemon or orange ice. Laundrying table linen; setting a tray, care of sick room to prevent spread of disease, making a bed, simple furnishings and attractive decoration, and arranging of furniture for bed rooms. Cleaning and class party.

EIGHTH GRADE.

Sequence: The Meal, The Home.

Continuation of canning of fruits and vegetables, preserving

fruits, serving of fruits for meals, study of the structure and care of sick, variety in preparation and serving vegetables, use of left-overs, preparation of inexpensive luncheon dishes, escalloped dishes and meat substitutes. Review cooking of classes of food of seventh grade—study food principles, food sanitation, water and milk supply; cream dishes on toast, cooking of dried foods, beans, peas, fruits, casserole cookery, vegetables, salads, boiled and French dressing, steaming and leavenings, suet pudding, commercial plum pudding, Comparison, Review, Breakfast, planning luncheon, marketing, preparation and serving, Stew and soups, Source and use of gelatine, small butter cakes, simple icing of cakes, frying doughnuts, making window boxes, care of house plants, house cleaning, ventilation, making and stocking a school medicine chest, how to care for emergencies.

Laundrying: Uniforms, removal of stains.

Freezing sherbets, class party.

FIRST YEAR ACADEMIC.

Sequence: The Meal, The Home.

Pickling, sweet and sour pickles, use of dried fruits in making pickles.

Preservatives—Home product versus commercial. Jellies and jams. Study commercial methods of preserving foods, cost. Study of dining room equipment, simplicity (efficiency in arrangement) and harmony in furnishings; care of linen, brass, silver, glass, wood. Quality of cleansing materials. Pastry, meringues, loaf cake, variations of butter cakes, icings. Study foods in relation to special needs.

Menu making, varied use of cranberries, Thanksgiving dinner, marketing for Thanksgiving basket to be sent to the poor; cost.

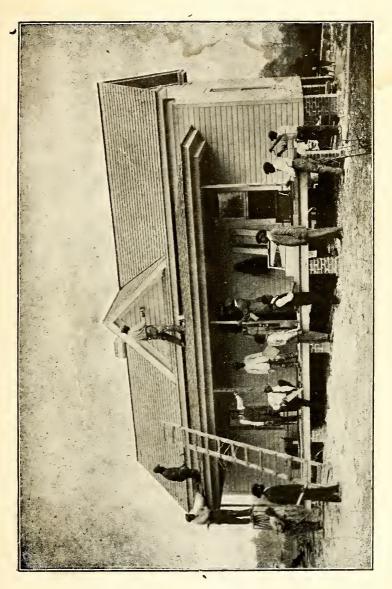
Practical work in sandwiches, hot and cold desserts, fancy bread, meats, fish; serving breakfast, dinner and supper at a limited cost. Steaming, fricassee chicken, frying, fritters, left overs. Soap making. Treatment of wounds and bleeding, bandaging.

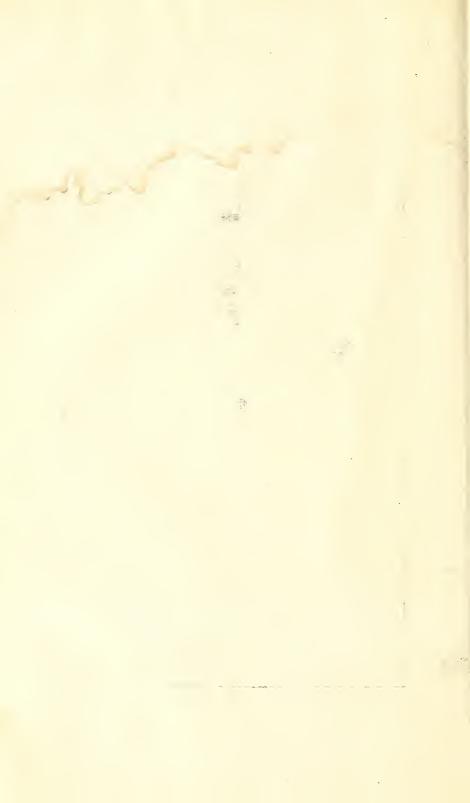
Plan picnic lunch baskets. Study of industries—milk, butter and cheese. Care of garbage can and refrigerator. Review. Making of baking powder and yeast. Buns, Easter dinner, color scheme, principles of house furnishings. Frozen custards. Class reception.

SECOND YEAR ACADEMIC.

Sequence: The Meal, The Home.

Home and food sanitation. Menu making and table service continued. Special problems: simple facts of physiology emphasized.





More advanced practical work, in salads, salad dressings, and accompaniment, batters and doughs, soup, hot and cold desserts, ices, candies, fancy omelets, cakes and icing (sponge cake). How to cook choice cuts of meats, study of hog, cuts and ways of preparing. Marketing, study of prices and sanitary handlings of foods, buying in bulk or small quantities. Special attention to school children's lunches, packing lunch boxes, desirable foods. Care of home and invalid cookery. Class reception, emphasized on harmony, etequette, service, preparing for a large number and cost.

THIRD YEAR ACADEMIC.

Sequence: The Meal, The Home.

Practical work along the lines of previous years. Dishes of more complicated nature prepared. Problems worked out by students independently. Application of principles learned. Cooking in quantities, breads, desserts and special orders for dining hall. Emphasis on care of the home, house furnishing and personal hygiene. Study of food principles, their source, composition and food value. Brief study of digestion, absorption, circulation, exertion and storage. Emphasizing relation of food, its preparation to health.

Study of fireless cooker (conservation), holiday festivities, preparation and sale of suitable foods, fruit cakes, candies, etc. Study of commercial cleansing solutions and preparation of cleansing solutions.

FOURTH YEAR ACADEMIC.

Sequence: The Meal, The Home.

Advanced cookery with due attention to possibilities of the field for a livelihood. Lunch room cookery, ideas for conducting an exchange, preparing foods in quantities, marketing to best advantage, care of food supply in the home, butter substitutes. Study of receipts with attention to substitution and adjustment. Sanitary and attractive display of foods. Adulterations—home products versus commercial products. Study of cleaning materials, effect on various metals. Practice in useful demonstration for general teaching. Farmers' Institutes and Women's Clubs.

Selection of homes, what to look for, environment, disposal of waste, plumbing, etc.

Furnishing the home, simplicity, durability, cost. Machinery in the home, labor saving devices, marketing and accounts; care of sick room, guarding against contagion. Infants' care and feeding. General review. Treatment of household pests; washing blankets; planning marketing, preparing and serving formal dinners to officials. (This is to be done independently by students),

DOMESTIC ART.

The department of Domestic Arts, including plain and fancy sewing, dress making and handicraft is designed to give the girls a thorough knowledge of the fundamental principles of the useful arts, and to prepare efficient teachers in these branches of industry.

A carefully graded course in sewing is given, commencing with the seventh grade and extending through the fourth year normal class.

After having done the work of the regular course, girls wishing to receive certificates in dressmaking may specialize during their Junior and Senior years

SEVENTH GRADE.

- 1. Instruction—Cleanliness of hands, nails and sewing aprons. Position in sewing, size of needles, length of thread, use of thimble and position of scissors.
- 2. Stitches—Basting, running, overcasting, stitching by hand, over handing, hemming, etc.
- 3. Articles made—Sewing bag, apron and simple pieces of underwear.
 - 4. Material-Soft bleached muslin.

EIGHTH GRADE.

- 1. Instruction—Review of first year's work.
- 2. Advanced stitches and seams. French fells, flat fells, gathering, hem stitching, mitered corners on hems, etc. Plackets and facings, study of cutting and joining a bias fold, how to cut a true bias. Use and care of machine. How and when to oil machine.
- 3. Articles made—Simple underwear, darning patching, aprons and house caps.

FIRST YEAR NORMAL.

- 1. Instruction—Correct use of patterns. How to take simple measurements; apply to pattern. Cut and fit a plain waist; children's clothes; button holes and sewing on buttons; matching stripes, checks, etc.
- 2. How to manipulate a machine, names of parts, names and uses of attachments.
- 3. Articles made—suit of trimmed underwear, plain house dress, fancy waists.

SECOND YEAR.

1. Continuation of measurements, cutting garments by measurements taken, making skirts, shirt waists and shirts. Study of embroidery, fancy stitches, crocheting, study of different figures, kind of lines for small and large women. Becoming costumes. Calculations for number of yards required for costumes for different sized women. Economy in cutting.

THIRD YEAR.

1. Drafting Patterns. Cutting and fitting reviewed and continued. Making out estimate for different costumes, designing a street dress and making same.

FOURTH YEAR.

1. Drafting—General knowledge of all kinds of sewing, cutting and making costumes. Study of colors suitable to different complexions. Cutting and making graduating dresses.

SPECIAL COURSE

This is a two-years' course for girls having done the graded work given above and who wish to receive certificates in dress making.

- 1. Advance theory and color study given on draped paper models.
- 2. Fancy lingerie dresses.
- 3. Shirred, smoked and beaded dresses.
- 4. Practice in making by hand and machine elaborate evening dresses.
 - 5. Tailored coat suits.

HANDICRAFT.

Work in raffia, reed, pine straw, etc., is given the junior and senior girls that they may be able to teach it in primary and elementary schools.

The following course is given:

- 1. Shuck work, napkin rings, baskets, picture frames and foot mats.
 - 2. Raffia wapped articles.
 - 3. Raffia knotted bags.
 - 4. Raffia braided belts, hats, bags, etc.
 - 5, Pine straw baskets, trays, vases, etc.

- 6. Reed work.
 - (a) Round reed mat using single weave.
 - (b) Round reed basket using single weave.
 - (d(Round reed basket using double weave.
 - (c) Round reed mat using double weave.
 - (e) Triple weaving done on large baskets.
 - (f) Oblong reed mats.
 - (g) Oblong reed baskets.
- 7. Sewed Basketry—Mats and baskets made of raffia and rattan using coil, knot, figure 8 and lazy squaw stitches, working in fancy designs with colored raffia.

Handicraft and primary sewing is taught in model school by Senior girls. Senior girls are required to take courses in hand sewing stitches planned for fourth, fifth and sixth grades.

APPLIED AGRICULTURE FOR SENIOR NORMALS.

This course ismade as practical as possible. During the fall term lectures will be given on Agriculture as needed in the public school, simple experiments, illustrating osmosis, etc., will be given. Treatment of different soils, especially the building up of run down soils will receive special attention. Plants, their growth, and adaptation to different soils will also be discussed. The judging of farm animals will find actual practice by examining the animals owned by the school and also by visiting some of the near by stock farms. The use and value of the score card, etc., will be explained.

During the Winter term, community life and conditions as they exist in the rural districts will be discussed, also how to reach the farmer through the public school.

The Spring term will be devoted to rural economics and actual teaching in some of the lower grades under the direction of the teacher in charge.

Text, Country life and the Country School; also Rural Economics, (Carver).

FOUR YEARS AGRICULTURAL COURSE-FIRST YEAR.

Practical Horticulture,

Animal-Physiology,

Landscape Gardening

SECOND YEAR.

Botany

Poultry Husbandry, Market Gardening.

Pomology

THIRD YEAR.

Agronomy

Animal Husbandry
Agricultural Physics

Dairying

FOURTH YEAR.

Entomology

Chemistry

Bacteriology

Farm Management

DEPARTMENT OF SCIENCE.

FIRST YEAR-NORMAL.

Introduction to Science.

The course is to start students upon a systematic study of the useful branches of science, and to present scientific projects that will be useful in the student's present life. Text, Clark's "Introduction to Science."

SECOND YEAR-NORMAL

Biology-See courses in Agriculture.

THIRD YEAR-NORMAL.

Physics—The course is to teach the student the elementary laws and principles of Mechanics, Sound, Heat, Electricity and Light. Emphasizing more those principles which can be applied in the present or future life of the student. Besides the classroom work students are required to do enough other work to impress these principles upon their minds.

FOURTH YEAR-NORMAL.

Chemistry.

The course is to give the student a thorough working knowledge of elementary chemistry. The theory of chemistry is introduced little by little each day as needed. The course is based on an exhaustive study of the experiments themselves, the student obtaining as many facts as possible concerning the material of each experiment. During the third term, the student makes a study of the analysis of food and detection of adulterants.

PHYSICAL GEOGRAPHY.

This course treats of the earth at its present stage of existence, the changes which are constantly taking place on the surface of the earth and the forces which have caused these conditions and are causing the constant changes.

We plan to offer a Business Course which has for its object the training of the mind and hands along practical lines.

ENGLISH.

- I. A. and B. Preparatory—English Grammar and Composition— The work in Grammar consists of a thorough review of inflection, syntax and prosody, and special emphasis is placed upon the analysis of the sentence. Tri-weekly exercises in composition are required and special attention is paid to accuracy.
- II.—First and Second Year Normal—Composition and Rhetoric—In this course the emphasis is put primarily on sentence and paragraph structure and the plan or outline of the composition, and secondarily on style. Written work required at least three times a week.
- III. Third Year Normal—Composition and English Literature—This course offers a study in English Literature in connection with frequent themes for practice in composition.
- IV. Fourth Year Normal—American Literature—This work is an advanced study in American poetry with parallel reading in both prose and poetry; also a study of the history of American Literature.
- V. Fourth Year Normal—Teacher's Grammar—A thorough review of English Inflection and analysis, syntax and prosody; a brief survey of the history of the English language and its formation.

EDUCATION.

PSYCHOLOGY.

The course is to present the latest ascertained facts of physiological as well as introspective Psychology. We attempt as far as possible to bring the facts home to the student, by finding illustrations of each psychic phenomena in some present or past act of the student's life. The chief object of the course is to make better teachers by training students to interpret mental states.

- II. Pedagogy—An outline method will be used in this subject, the purpose of which will be to give the student a thorough understanding of the principles of education from the standpoint of the teacher. Among the topics studied are Principles of Teaching, Processes, Conditions, Devices, Art of Securing Attention.
- III. Method—Work in this course prepares students to teach in grades from first to eighth. It includes the study of type lessons, plan making and the demonstration of methods with classes of pupils in the various grades.
- IV. School Management—The purpose of this course is to study the fundamental problems of school work. Among the topics discussed are "The Personality of Teacher," "The Teacher's Preparation," "Organization and Classification," "The Government of the school," etc.
- V. Practice Teaching—This course provides for one year of actual teaching under supervision. The thorough preparation of the lesson, and the making of plans for every lesson taught are required.
- VI. Child Study—The purpose of this course is to secure for the student knowledge of the development of the child's mind.

MATHEMATICS.

- , I. Arithmetic—A general review of the subject, especially emphasizing fractions and those things bearing directly on practical life.
- II. Elementary Algebra—This class is given for four fundamental operations, factoring, fractions and simple equations.

BASE BALL CLUB



SECOND YEAR.

III. Advanced Algebra—The work begun in the first year is here completed, simultaneous equations, graphic solutions, involution, evolution, theory of exponents, radicals, quadratic equations, inequalities and the binomial theorem.

THIRD YEAR.

IV. Geometry—Reasoning, not memory is developed, special emphasis being put on exercises and originals.

FOURTH AND JUNIOR YEAR.

V. Teacher's Arithemetic—This course serves as a review of arithmetic, from the teacher's point of view, discussing methods, forms, etc.

HISTORY.

FIRST YEAR.

General History throughout the year.

Outline work and students required to make researches in library on topics. Frequent review and written lessons.

SECOND YEAR.

Industrial History (throughout the year.)

Outline course with lectures.

The industrial development of the nation since the 16th century and its place in the industrial world.

A careful survey of Negro History is included to show their struggle and development.

No text. Current news reports weekly.

FOURTH YEAR.

Fall Term. Civil Government. Text, Garner's Government in the United States. The course is to be based on lectures, outlines, researches, supplemented by frequent written lessons.

Winter and Spring Terms. United States and North Carolina History Reviews.

ROLL OF STUDENTS, 1916-1917.

POST GRADUATES.

POST GRADUATES.	
Student	County
Alston, Lorena	Vance
Elliott, Alice	. Cumberland
Elliott, Julia	Cumberlana
Gainey, Janie	. Cumberland
Kerr, Leary	Sampson
McLaughlin, Minnie	. Cumberland
NORMAL DEPARTMENT, FOURTH GRA	DE.
Ancrum, Ellen	Robeson
Atkins, Spencer	Wilson
Avery, Irene	Cumberland
Baker, Sallie M	
Baldwin, Essie M	Hoke
Barrett, Hepsie E	
Dowdy, Elmira E	Moore
Hicks, Annie L	Granville
King, Marie	. Cumberland
Leak, Olivia	Richmond
McAlister, Caroline	Cumperland
McCollam, Maggie,	Robeson
McGill, Lillie	Cumberland
McGill, Ruth	. Cumberland
McMillan, Neil A	. Cumberland
Mitchell, Ralph	Anson
Moore, Addell	Columbus
Neil, Willie B	Cumberland
Robinson, Molissa	Bladen
Sawyer, Ada	South Carolina
Thompson, Albany	Scotland
Williams, Annie M	Cumberland
Williams, Sidney	Brunswick

THIRD YEAR.

Beatty.	Isabella	Cumberland

Benton, Lexington	Richmond
Boone, Colon Cu	mberland
Bruton, Nango	Scotland
Caple, Mabel	
Cogdell, Lottie	mberland
	ımberland
Darden, R. R Cu	ımberland
Elliott, Ella Cu	ımberland
Elliott, Maggie	mberland
Harris, Amey	Granville
Hicks, Matthew	ımberland
Hill, FrancesCu	ımebrland
Jenkins, Mabel	Vance
Jones, Luetta	. Wayne
Mitchell, EstherCu	ımberland
Morgan, Herbert Cu	ımberland
Morrison, Neil	ımberlana
Newkirk, Pearl	-
Reeves, John H	
Robinson, Louise	Bladen
Robinson, Maggie	
Royal, Nathan	_
Smith, Alva Cu	ımberland
Stitt, E. H	Lee
Thompson, Eula	
Underwood, Medessa	
Watson, Octavia	
Wood, Lillie	
Wright, E. C	umberland

SECOND YEAR.

Adams, H. C Georgia
Alston, Jesse Vance
Black, Iola Harnett
Blue, Margie Robeson
Brewington, Daisy
Caple, Nathaniel Anson
Chalmers, Josie
Clark, Othella Harnett
Colvin, Lucretia
Crump, Della
Currie, Annie Sampson
Currie, Mamie

Darden, Lina Wayne
Dowdy, Otelia
Dunn, Mamie
Evans, Geneva
Everett, Esther
Freeman, Walker
Frink, Grace
Gillis, Esther
Gibson Emma
Gilmore, Daisy
Hall, Willie A
Harrington, Daisy
Hargett, Laurena
Jackson, Mary
Johnson, Sarah
Johnson, Eva
Justus, Annie M
Malloy, Neil
Melvin, Rhoda
Mial, Beady
Mitchell, Blanche
Mitchell, Irene
Mitchell, Sarah
Mitchell, John
Morgan, Booth
Morgan, Robert
McDougald, Leroy Robeson
McGeachy, Edna Robeson
McGill, W. T Cumberland
McIntyre, Alex
McKenzie, William
McKoy, Marion Cumberland
McLeod, Edna Lee
McLaughlin, Bertha Moore
McLaughlin, Geneva Hoke
Owen, Fleta
Owen, Mittie
Patterson, Mozelle Lenoir
Robinson, Henry
Sanders, James Johnson
Sawyer, Zora
Scott, Mattie
Smith, James Virginia
Smith, Arlando

Taylor, John	Cumberland
Taylor, Marion	Cumberland
Terry, Judie	Richmond
Torry, Estella	Hoke
Underwood, Addie	Sampson
Wall, Della	Johnson
Wall, Mary	Richmond
Warren, Leon	Sampson
Watson, James	Cumberland
Watson, Harry	Cumberland
Williams, Mary	Bertie

FIRST YEAR.

Andrews, Rylie	berland
Becton, Minnie	Wayne
Brewington, N. A	Harnett
Bryant, Aley	berland
Bryant, AliceCum	berland
Colvin, Roger	olumbus
Cotton, Ethel	
Crump, Ella MCum	berland
Daniel, Mary K	Virginia
Dockery, BerthaRic	chmond
Dockery, Beulah	chmond
Elliott, Clarence	berland
Elliott, Florence	berland
Elliott, Maggie	Harnett
Evans, Fannie	berland
Evans, Pennie	Lenoir
Evans, DavidCum	berland
Exum, Delilah	Wayne
Griffin, LelaCum	berland
Hall, Alex	Bladen
Hatwood, Wayman Cum	
Hardy, Clarence	Wilson
Hill, KatieCuml	
Hoover, Walter G	uilford
Hoskin, MaryCum	berland
Jones, George W	
McDonald, MaryCuml	
McLean, Lillon R	
McLean, Mattie R	obeson
McLean, Lillie J R	obeson

McLean, Narcissus	Harnett
McKoy, Viola	Cumberland
McKoy, William	Cumberland
McNair, Lucy	Cumberland
McNeill, Cherrie	Harnett
Mcherson, Laurena	Cumberland
Melvin, Ethel	Cumberland
Monroe, Lavannah	Cumberland
Morgan, Bernice	Cumberland
Morgan, John	Cumberland
Robinson, Enda	Cumberland
Sawyer, Sarah	Cumberland
Sawyer, Esther	Cumberland
Smith, Lacy	Hoke
Smith, Sarah	Cumberland
Smith, Thomas	Cumberland
Spencer, MamieSou	th Carolina
Stanford, Mary	Onslow
Steven, Annie	Cumberland
Taylor, Jesse	Cumberland
Waddell, John	Cumberland
Williams, Willie H	Cumberland

PREPARATORY.

Alston, James Vance
Barnes, Armelia Cumberland
Blake, Sarah J Cumberland
Becton, Scott
Beebee, Eliza
Boone, George A Cumberland
Byrd, Maggie
Byrd, Mahalia
Cain, Mary E
Carver, Hettie
Carver, Mamie
Campbell, Lou Bertie
Caple, Laura E Anson
Clark, Liveth Harnett
Cobb, Flossie Robeson
Colvin, Beatrice
Copeland, Eley Hoke
Crump, Annie W
Creech, M. C Wilson

Currie, Aussie Sampson
Currie, Aussie Sampson
Culbreth, William
Dancy, Mary A
Davis, Sarah
Dockery, Mary E Hoke
Dunston, Douglas Johnston
Dupree, Almer Hoke
Dry, Martin Bladen
Evans, Alvesta
Evans, Irene
Evans, Levi
Evans, Robert
Evans, Roena BCumberland
Evans, Estine Lenoir
Elliott, Loney Cumberland
Fuller, Lemon
Gainey, Ethel L
Gainey, Paul F Cumberland
Gainey, Philip Cumberland
Graham, Franklin
Gibson, E. L Scotland
Gillis, John
Hailey, Mae Fannie Richmond
Handon, Martha Hoke
Hicks, David Harnett
Hinton, Elma Bladen
Hinton, Eugenia Bladen
Hoskin, Charles
Howard, Willie Robeson
Jackson, Annie Bell
Jackson, Elizabeth
Johnson, Aggie
Johnson, Ellen
Johnson, William
Johnson, Albert Lee
Jones, Lacy
Justus, Hattie
Kelley, GeorgiaLee
Locke, SophiaCumberland
McAlister, Isabella Lee
McAlister, Viola
McArthur, Lillie May Bladen
McCauley, Annie
McCallum, Beatrice

CLASS IN CHAIR CANEING



McCormick, McKinley Rober	son.
McDonald, Annie L	ınd
McDonald, Edward B	
McDonald, Sarah	ind
McKoy, Clarenda	nd
McKoy, Florrie Jane	ınd
McKoy, George W	nd
McKoy, Henrietta Cumberla	
McKoy, Katie F Cumberla	ınd
McKoy, Virginia	
McKoy, James	nd
McKethan, Lillie	
McKinnon, N. E Rober	on
McKinnon, Sarah Robes	on
McLaughlin, Josephine Cumberla	\mathbf{nd}
McLaurin, James	nd
McMillan, Ida Cumberla	nd
McMillan, Mary A Cumberla	\mathbf{nd}
McMillan, Lee Elvin	
McMillan, Ellis	
McMilan, Helon Robes	on
McMillan, Mary E Robes	
McNeill, Frank Robes	
McNeill, Minnie	
McNeill, SarahCumberla	
McNeill, Hassie	
McNeill, Louretta	
McNeill, Cattie	
McPhail, Hattie	
McPhail, Lillie	
McRae, Bruce	
Malloy, James A Cumberla	
Malloy, Marie J	
Malloy, Willie	
Marsh, Rosa	
Mackie, Cora	
Melvin, EthaCumberla	
Melvin, Flossie	
Miller, Ella	nd
Morrison, Ola	
Mumford, Ethel	
Murchison, John C	
Murphy, Clarence	nd
Patterson, Emma	on

Parker, Janie
Peacock, Booker T Columbus
Pugh, MaggieCumberland
Richardson, Samuel Cumberland
Rogers, Lutecia Cumberland
Robinson, James Cumberland
Robinson, William A Hoke
Sampson, John
Sawyer, Robert
Sawyer, Willie A
Shaw, Albert New Hanover
Shaw, NinaCumberland
Sparks, Joseph
Sparks, Walter L
Scott, WilliamCumberland
Spearman, Havannah
Simmons, Malcom
Sellers, Nora
Smith, Lena MaeCumberland
Smith, Luvenia South Carolina
Smith, Mary JCumberland
Smith, AllieCumberland
Smith, FlorettaCumberland
Steven, Katie
Tate, Lula A Hoke
Toomer, Mary B Hoke
Torry, James:
Underwood, James Robeson
Underwood, Jeff
Valentine, Bertha Hoke
Vincent, Arthur Cumberland
Watson, LloydCumberland
Watson, Annie M Moore
Whitehead, Hepsie Bladen
Williams, EstryJohnston
Williams, Quince A Cumberland
Wilson, Minnie M Cumberland
Wilson, Cornelius
Wilson, William
Wilson, Maggie
Wilson, Bessie
Wood, Eula Mae
Wood, WalterCumberland
Wright, HannahCumberland

MODEL SCHOOL DEPARTMENT

FOURTH GRADE.

Beatty, Lottie Burden, Christina Carter, William Dixon, Gussie Evans, Katie Evans, Etta M Evans, David Elliott, Junious Gainey, Roberta Gillis, Mary Hill, Annie G Hoskin, Sadie Leak, Julia Inez McLaurin, Mary Jane McRae, Beadsie Malloy, Stella, A Pone, Pearl Smith, Frank

Burden. Estelle 'Cain, Geo. O. Cogdell, Vandalah Davis, Robert Evans, Alice Evans, Louis Elliott, Colonel Elliott, Sherman Gibson, Noah -Holmes, A. G. Hoskin, Florie Lewis, Ambro McLaurin, Caroline McArthur, Mary Malloy Alex Pickard, William Steven Louise Williams, Lucile

THIRD GRADE,

Bethea, Herbert
Evans, Luvenia
King, Walter J
Melvin, Charity
McDougald, Maggie
Spark, Ferman
Spark, Essie M
Stewart, Ethel
Stevens, Andrew J
Williams, Tom

Womble, Robert

Bostic, Rufus
Gillespie, Bennie
Malloy, Susie Bell
Moore, Marion
Patterson, Penina
Spark, Laura
Smith, Anice
Stewart, Joseph
Williams, Carrie
Wood, Alfonzo

SECOND GRADE.

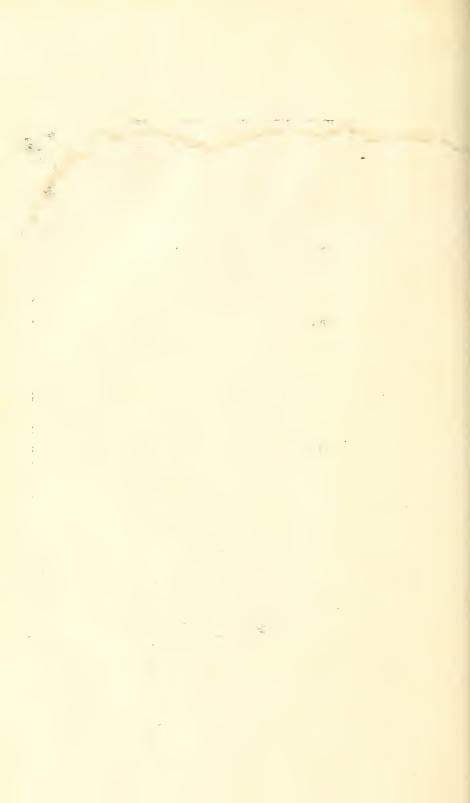
Allison, John Croom, William Evans, Carrie Johnson, Joseph Locke, Lawrence Malloy, Fred D Powell, Ethel Robinson, Nellie Shadley, John Wilson, Rosa Wright, Bessie Bethea, Elizabeth
Evans, Sarah Jane
Graham, Joseph
Johnson, Lucy
Locke, Lauretta
McKoy, Douglas
Powell, William
Robinson, Anna
Wilson, James
Wright, Raymon

FIRST GRADE.

Beatty, Eunice
Burden, Eula
Evans, Frank
Hoskin, Maggie
Locke, William
Monroe, Mattie
McDougald, Gertie
McKoy, Herbert
Steven, Ella
Wilson, Missie
Wilson, Frank

Bethea, Rosa L
Cain, Charlie
Graham, Vernon
Johnson, Sadie
Malloy, Harrison
McDougald, Jennie
McKoy, William
Powell, Carrie
Wilkins, Annie Liza
Wilson Allie May
Wood, Dorris

TEACHERS AND GROUP OF PUPILS



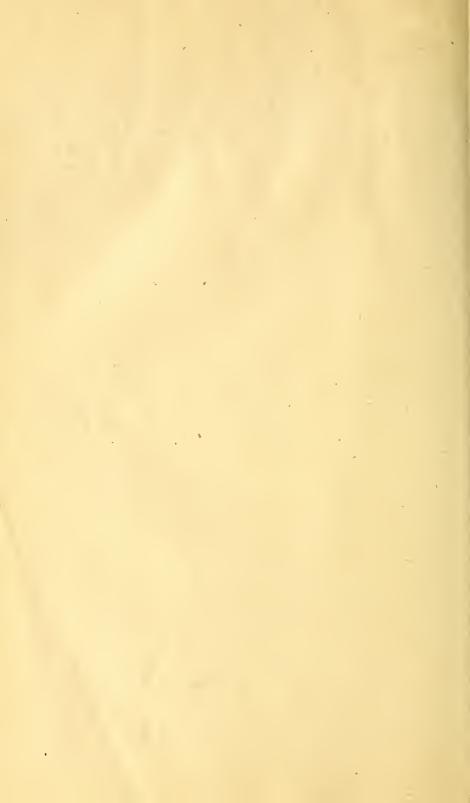
ENROLLMENT.

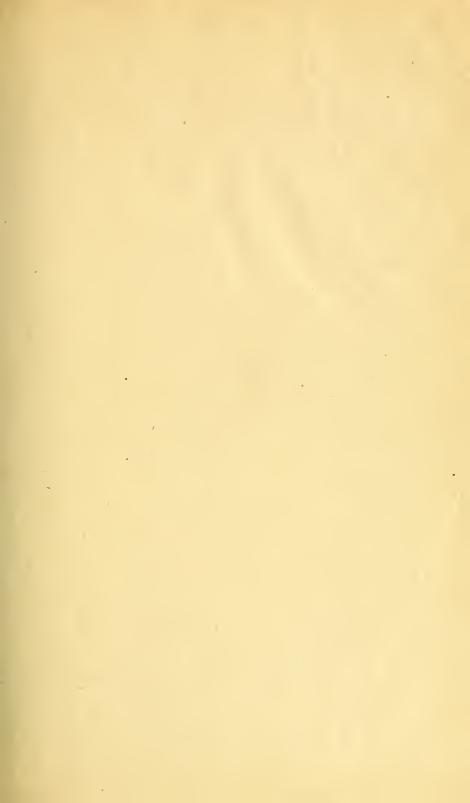
Teachers enrolled in Summer School	204
Post Graduates	6
Normal Department	
Preparatory Department	151
Model School Department	105
Total annollment for Summer and Winter Sessions	649

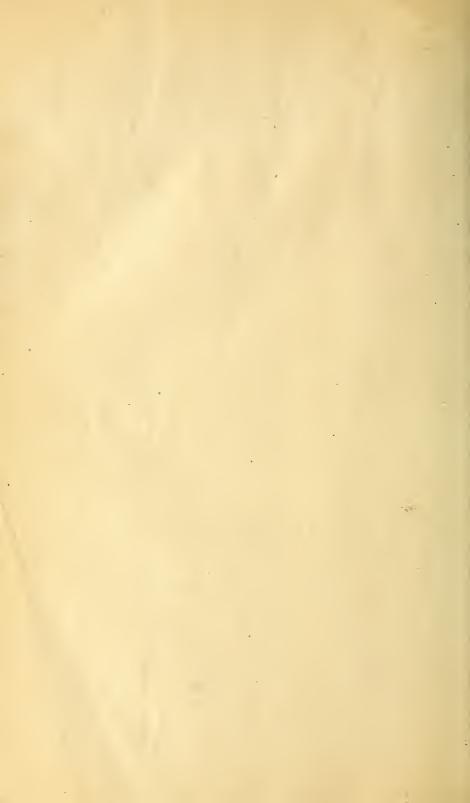
Every son, whatever may be his expectation as to future, ought to be so educated that he can superintend some part of the complicated machinery of social life; and every daughter ought to be so educated that she can answer the claims of humanity whether these claims require the labor of the head or the labor of the hand.—Horace Mann.

"The strength of every community is dependent upon the average of the intelligence of that community, and this intelligence is dependent upon the education of the entire mass and not of the few."—Charles B. Aycock.

"To close the door of hope against any child within the borders of the State, whatever be his race or condition, by deliberately removing him from the possibilities of securing such training as will fit him for the life he has to live, is un-Christian un-Democratic and un-American."—Gov N. C. Blanchard.











...Catalogue...

of the

State Normal

Industrial School

For the Colored Race

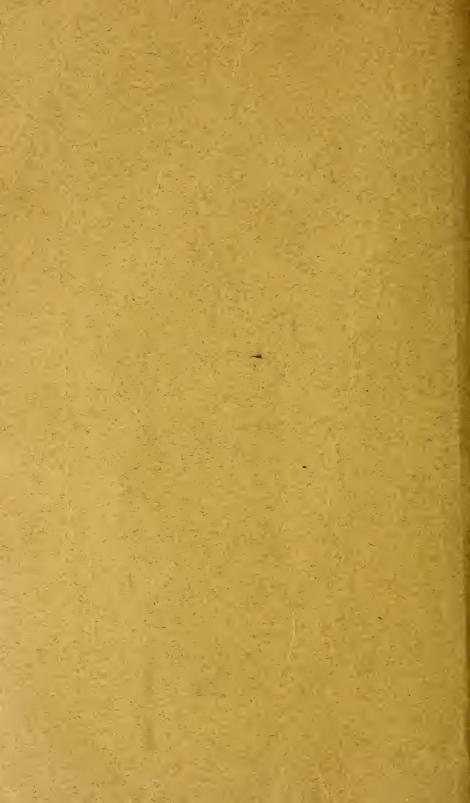
Hayetteville, North Carolina

 \mathbf{W} ith

Announcements and Statistics

Scholastic Year
Nineteen Eighteen and Nineteen

Forty-first Annual Session



Annual Catalogue

OF THE

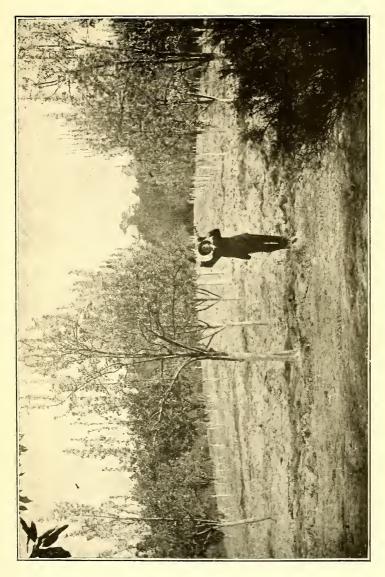
NORTH CAROLINA

State Colored Normal AND Industrial School

FOR 1918-1919

Fayetteville, North Carolina







STATE BOARD OF EDUCATION

SUPERINTENDENT

Prof. E. E. Sams, State Supervisor Teacher Training and Superintendent State Colored Normal Schools

BOARD OF DIRECTORS

Hon, H. L. Cook

Dr. H. W. Lilly

Hon. Q. K. Nimocks

Prof. L. C. Brogden

Hon, N. A. Smith

OFFICERS OF THE BOARD AND EXECUTIVE COMMITTEE

Но	n. H. L. CookChairman	
Dr.	H. W. LillyTreasurer	
Ho	n. O. K. NimocksSecretary	

FACULTY

NORMAL DEPARTMENT

E. E. Smith, A. M., Ph. D., Principal	Education and Science
Nannie L. Smith, Assistant to Principa	l, Book-keeperEnglish
Lucille C. Walker, A. B	French and Latin
James E. Coppage,	_ Mathematics and Manual Training
Hattie E. Williams	History and English
Mattie J. Chavis	Domestic Science
Ethel Lewis	Drawing and Vocal Music
Ada B. Anderson	Domestic Art and English
Mary E. Perry	Instrumental Music
Sara B. Howell	Methods and Critic Teacher

PREPARATORY DEPARTMENT

INSTRUCTORS

E. E. Smith	Civil Government
Lucille C. Walker	Grammar and Composition
Hattie E. Williams	History and Reading
James E. Coppage	Arithmetic and Manual Training
Ethel Lewis	English and Arithmetic
Mattie J. Chavis	Sanitation and English
Ada B. Anderson	Geography
Sara B. Howell	Writing
Nannie L. Smith	English
Mary E. Perry	Music

MODEL PRACTICE SCHOOL

Sara B. Howell	Supervisor
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M. Janette Chavis	Matron Girls' Dormitory
N. Louise Smith	
Hepsie Barrett	
Dr. B. H. Henderson	School Physician
Dewey Williams and Thornton Williams	Janitors

SUMMER SCHOOL FACULTY 1918

Principal E. E. Smith, Conductor Methods
Wm. M. CooperArithmetic, Manual Training, Mechanical Drawing
O. R. Pope Grammar, History, Geography
Mrs. Carrie L. Battle Domestic Science, Handicrafts, Commercial Subjects
A. E. Mitchel Agriculture, Science
Miss Telia L. Faulk Primary Methods
Mrs. Nannie L. SmithMatron

CALENDAR

SCHOOL YEAR, EIGHT MONTHS

8th September-Monday	Session Opens
8th September-Monday	Entrance Examination of Students
9th September—Tuesday	Registration and Assignment to Work
27th November-Thursday	Thanksgiving Day
	Christmas Hollidays Begin
26th December—Friday	Christmas Hollidays End
29th December-Monday	School Work Resumes

GENERAL INFORMATION

HISTORICAL SKETCH

This institution was established in Fayetteville by the State Board of Education, under an Act of the General Assembly of 1876-77, for the training of teachers for the Colored Public Schools of the State. It has completed forty-one school years, of from eight to ten months each, in which have been enrolled 5,291 different students, from seventy-seven counties in the State. Of these, four hundred and seventy-two have completed the prescribed course of study and have been awarded diplomas. The graduates have engaged in teaching in city graded and district schools of the State, with very few exceptions. Large numbers of undergraduates also engage in teaching in the public schools.

The attendance upon the school has increased from year to year, until last year the enrollment was three hundred and fifty.

LOCATION '

The location is well nigh ideal, with a splendid frontage of quite a half-mile of railroad, on the one side, and an equal distance of frontage of a well kept sand-clay public road on the other side, renders the campus easy of approach. The wisdom and foresight of those choosing the school site are seen in the selection of this exceptonally fine location. The State Normal School occupies a commanding site on the summit of a hill which overlooks Fayetteville and is surrounded by a campus of forty acres.

Pesides abundant natural grown oak, pine and other forest trees, which suggest the future park; and a beautiful grove of majestic shade trees, which adorn the campus, there are hundreds of pear, apple and other fruit trees on the campus. There are, too, well laid out walks, through the grounds, studied on either side with hundreds of arborvitae which enhances the beauty of the place.

BUILDINGS

The Administration building is a large two-story brick, with commodious class rooms, halls, cloak rooms, principal's office, assembly hall or auditorium, and a basement which is used as a work shop.

DORMITORY FOR GIRLS

This is a large thre-estory brick building. In addition to its scores of bed-rooms, it contains also kitchen, dining-room, pantry, store-room, domestic science and domestic art rooms.

FRAME STRUCTURES

The cottage occupied by the Principal, the different small cottages occupied by male students; the laundry building, the barns and stables constitute the other buildings in use at the school.

SOME URGENT NEEDS

Perhaps the most imperative need of the school, at present, is larger accommodations. Our dormitory facilities are by far insufficient to accommodate the large and increasing number of students attracted to the institution by reason of excellent work which is being done in the different departments of the school. Our auditorium, class-rooms and dormitories were all taxed, during last session, to their fullest capacity to accommodate the students.

But plans and specifications are now being prepared and considered looking to the erection of a new building for which the General Assembly recently made appropriation.

SUMMER SESSION

The annual summer session opened July 9 and continued for four weeks. The instructors consisted of the conductor, three male and three female assistants. There were enrolled two hundred and four student teachers, among whom were graduates from some of the most reputable institutions which are opened to colored people.

In addition to the branches required by law to be taught in the Free Public Schools of the State, many of the handicrafts and practical industries were taught, including agriculture or gardening, manual training, cooking, sewing, basketry, matmaking, canning and commercial subjects.

CONTRIBUTIONS

Teachers, graduates, students and a few friends have contributed toward our Industrial building \$1,150.90. To this amount several hundred dollars will be added by students, alumni and alumnae as soon as work on the building begins. Work is expected to begin in a short time.

RELIGIOUS SERVICES

At 9:30 Sunday morning, the teachers and students attend Sunday School in the school assembly hall. The International Lesson Helps are used. The regular instructors teach Sunday School classes.

At 4:00 o'clock p. m. Sunday, the Y .M. C. A. and Y. W. C. A. hold their meeting. Song and praise services are conducted every Sunday evening from 6:30 to 7:30 o'clock in the school auditorium.

INFORMATION FOR GIRLS WHO WISH TO ENTER THE NORMAL SCHOOL

Students will be expected to dress neatly, but plainly. Silks, satins or expensive or showy dresses of any kind will not be allowed.

Each girl will be required to provide herself with a blue woolen coat suit for Sunday wear or for public occasions. White shirtwaists and light dresses require too much time to laundry. Therefore, for every day wear dark skirts and waists, also dark wash dresses may be worn. Dark petticoats, rather than light ones, should be provided. If it is not convenient for young women to procure these suits at home before leaving for school they can be provided at school at cost.

SUGGESTIONS TO BOARDING STUDENTS

Students must provide themselves with covering and bed linen, such as sheets, pillows, pillow cases, blanktes or quilts, counterpanes and towels.

Each girl should have an umbrella, a pair or rubbers, thicksoled shoes, work-aprons and work-dresses.

Every article of wearing apparel, as well as bed clothes and towels should be marked plainly in indelible ink with the full name of the owner.

NOTICE

In case of serious illness, parents or guardians will be notified

DISCIPLINE

Attention is called to the following regulations, and persons who think they cannot observe them are warned against coming to us:

1.-Students on the institution roll who live at their homes are

TEACHERS AND GROUP OF PUPILS



expected to observe, in general, the same regulations respecting conduct, deportment and habits of study as those living in the school buildings, and no persons who are minors will be enrolled as day students unless they live with their parents or guardians.

- 2.—Students absenting themselves from their classes or from the school grounds, without permission, render themselves liable to discipline.
- 3.—All students' rooms must be kept ready for inspection at all times. Occupants of any room are directly responsible for any improper conduct within, and for any damage done to the room or furniture while used by them.
- 4.—Gambling, card playing, use of tobacco and intoxicating drinks, use of obscene language, visiting places of vice and behavior not suited to the school's welfare are strickly prohibited.
- 5.—No fire arms, gunpowder, or anything liable to endanger life or property, must be brought upon the grounds.
- 6.—Any boarder desiring to leave the city or to absent himself or herself from the school over-night must first get permission from parents or guardian, then from from the matron and President's office.
- 7.—Girls must not leave the campus unless chaperoned by a teacher or someone named by the President and Matron. Boys must not leave the campus unless given official permission.
- 8.—Any student violating any of the forgeoing rules is subject to such discipline as the school sees fit to administer.

GENERAL REGULATIONS

The following regulations govern the school:

- 1.—Pupils of both sexes are to be admitted, but no student from distance will be allowed to board outside the school dormitories, except by special arrangement with the Principal.
- 2.—Only pupils of good moral character will be admitted or retained.
- 3.—No pupil will be admitted to the school after the opening week, except upon examination, which examination will cover the previous work of the class to which admission is sought. All such examinations and their result must be approved by the superintendent..
- 4.—No pupil will be advanced to a higher class except upon the satisfactory completion of the work of the preceding class. All tests and examination questions shall be first approved by the superintendent, and no promotion to a higher class will be valid except approved by the superintendent.

- 5.—The school year shall consist of eight months of twenty school days each. No holidays except Thanksgiving Day, Christmas Day and New Year's Day shall be given. A Christmas recess not exceeding ten days may be given, but such recess shall not be included in the school year of 160 days.
- 6.—Three unexcused absences or tardies during the year may cause any pupil to be suspended from school for the remainder of the year. The Principal will not accept any excuses for the tardiness or absence except the serious sickness of the pupil or his immediate family.
- 7.—No substitute teacher shall be employed, except upon the approval of the superintendent, and no student shall be permitted to teach any normal class.
- &-All students who receive free tuition shall sign a pledge to teach two years in the colored public schools of the State.
- 9.—The satisfactory completion of the work of the eighth grade of the Elementary school as set forth in the State Course of Study will be required for entrance on the work of the Normal Course of Study.

NATURE AND DESIGN

A normal school is neither a college, a law, nor a theological school, but a school for the thorough instruction and systematic training of students who wish to become teachers; hence the design of the school is:—

- 1.—Thorough instruction in all the branches required to be taught in the public schools of the State;
- II.—The best methods of teaching these branches and governing the schools, and
- III.—The cultivation of the habit of thinking clearly and systematically, and the practice of delivering the thoughts and explanamations in a lucid and pleasant manner. To accomplish this, our course of study, practice in teaching, library and rhetorical exercises are admirably adapted.

QUALIFICATIONS OF A GOOD TEACHER.

- 1.—Good health, good common sense, and sound judgement.
- 2.—A thorough knowledge of the branches he proposes to teach.
- 3.—Aptness to teach. He may be rich in knowledge, but it will be of little value to his pupils unless he has the skill of communicating it.

- 4.—Perfect self-control. He cannot govern others when unable to govern himself.
- 5.—Love for his calling. Any work is easily done when prompted by love. Whatever one does willingly, is no trouble.

EXAMINATIONS

Oral and written examinations of all the students will be held during the first week of each term, and public examination and exhibit annually, at the close of the session. Monthly tests will also be given.

SOCIETIES

The Normal and Smithsonian Literary Societies which meet Friday evening of each week, and the Y. M. C. A. and Y. W. C. A., which meet weekly, are societies formed among the students and subject to their own control, under the supervision of the teachers. They are excellent means for drill in parliamentary usages and business habits.

EXPENSES

Board (payable in advance) including fuel, light and room rent,
per month of four weeks each \$9.50
Entrance fee
Washing for boys (girls do their own washing) per month of
four weeks 1.00

MUSIC

Piano, Organ, Violin, Cornet

Gie lesson per week, one month (piano)\$1.50
One lesson per week, one month (organ)
One lesson per week, one month (violin) 2.00
One lesson per week, one month (cornet) 2.00
Use of piano per month
Use of organ per month
Use of violin per month
Use of cornet per month
Diploma Fee
Students remaining during the Christmas holidays will be re-
quired to pay board.

Money will not be refunded to students leaving school except

in case of protracted illness. Remittance in payment of bills should be sent by postoffice money order registered letter or check, and made payable to the Principal, and not to the student.

TUITION

Tuition in the Normal School is free to those who intend to teach in the colored public schools of North Carolina. Those who do not intend to teach must pay \$1.00 per month tuition. The school is sustained for the purpose of training teachers for the elementary public schools. It is only just and right that those who take advantage of the school and who do not intend to teach, shall pay the tuition charge.

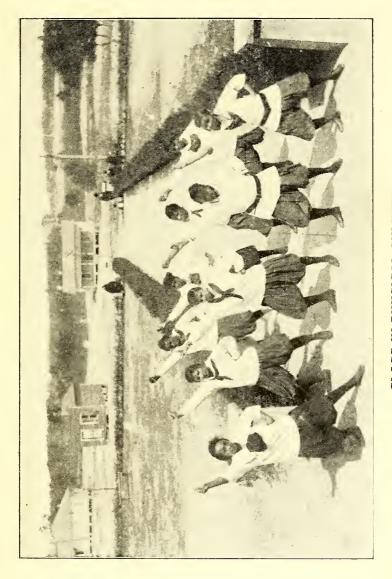
Special attention is called to the expenses of the school.

All students must pay the annual fee of \$2.00 before they can be registered.

All students are required to give at least one hour's service to the school each day, or its equivalent.

Students must pay for any damage to furniture or buildings resulting from carelessness.

The school year consists of eight months of four weeks each. No student who is behind on the books for more than 15 days will be admitted into the dining hall or classes, except by permission obtained at the Principal's office.





OUTLINE COURSE OF STUDY

NORMAL DEPARTMENT

This department of the Institution is being made more and more a real Normal School. It is designed to prepare teachers for the public schools of the State. The course of study has been raised two years. It now includes practice work, under the critical eye of a trained and experienced instructor in Education and Pedagogy.

Three things especially are undertaken in this department:

- 1.—Grounding the student in the common school branches with special reference to teaching these subjects;
- 2.—Acquainting them with the most approved facts of the history and science and art of education;
- 3.—Illustrating in the model school for the benefit of the young teacher the facts thus learned.

Our constant effort is to give the students such a well rounded culture of head, hand and heart as should ever enable the industrious and conscientious teacher to do his best in assuming and discharging the weighty responsibilities of his great calling.

It is the purpose of the management to make this department of the Institution more and more professional, bringing it up as rapidly as possible to the grade of the standard normal schools of the country.

It is proposed under the supervision of the representative of the State Department of Education, to give the State a real Normal School—such as will command the respect of the promoters of Educational Science and practice at home and abroad.

This department offers courses in sewing, cooking, laundry work, domestic economy, etc., for girls; carpentry, poultry raising, agriculture (including dairying) for boys.

The institution owns a horse and wagon, cows, hogs and farming utensils. Stress is laid upon gardening and farming, since the large majority of those who receive their training in this institution will teach in communities where farming will be the work of those interested in the school. From the school farm feed-stuffs for the stock are grown, and from the garden vegetables are furnished the Boarding Department.

COURSE OF STUDY

FIRST YEAR

I. English:

- a Literature: Selections from Riverside Literature.
- b High School English, Brubacher and Snyder Book I.
- c Practical Exercises in Written English.
- d Spelling; Chase, Williams and Griffin.

II. Mathematics:

- a Milne's High School Algebra to Quadratics.
- b Practical Arithmetic, Cook and Cropsey.
- III. Science: Tarr's Physical Geography.
- IV. History: Myer's General History.
- V. Latin: Gunnison and Harley-Beginner's Book.
- Vi. Drawing: Book VII.

VII. Vocal Music:

Required subjects: English, Mathematics, Latin, Science, History.

Elective subjects: (elect one).

Agriculture or Manual Training for boys; Household Economics for girls.

SECOND YEAR

I. English:

- a Literature: Pace's American Literature, with Reading's alternating with English Classics.
- b Composition and Rhetoric: Hitchcock's.
 - c Practical Exercises in Written English.
- II. Science: Commercial Geography-Robinson.
- III. History: Myer's General History-Completed.
- IV. Latin:

Review the work of the previous year—Caesar's Commentaries. (Selections); Bennett's Caesar, and Bennett's Latin Grammar.

V. Mathematics:

Milne's High School Algebra, completed. Business Arithmetic and Bookkeeping.

- VI. Vocal Music.
- VII. Pedagogy.

VIII. Economics and Social Studies.

IX. Drawing: Book VIII.

Required Subjects: English, Mathematics, Latin, History.

Elective subjects: Pedagogy (including Social and Enocomic Studies) Science, Agriculture ,or Manual Training, for boys; Household Economics for girls.

THIRD YEAR

1. English: College Requirements in English.

II. Latin:: Caesar's Commentaries.

III. French:

IV. Mathematics: Wentworth's Plane Geometry.

V. History: English History.

V!. Science: Physics: Culler's Firs tBook.

VII. Pedagogy.

VIII. Economics and Social Studies:

Required Subjects: English, Mathematics, Latin, Science, Pedagogy, alternating with Social and Economic Studies.

Elective Subjects: History, French or Spanish, Agriculture or Manual Training for boys; Household Economics for girls.

FOURTH YEAR.

I. English: College Requirements in English.

II. Science: Chemistry.

III. Latin: Virgil's Aeneid. Prose Composition.

IV. French.

V. Mathematics: Plane and Solid Geometry.

VI. History: Review.

VII. Pedagogy.

VIII. Economics and Social Studies:

Required Subjects: English, Mathematics (Plane Geometry), Latin, Science, Pedagogy, alternating with social and Economic Studies.

Elective Subjects: Mathematics (Solid Geometry), French or Spanish, History, Agriculture or Manual Training for boys; Household Economics for girls.

MUSIC.

1. Vocal Music. This is required of all students in the Normal Department. These receive such elementary instruction as is need-

ed, and the more advanced have history of music and practice in chorus singing. An advanced chorus meets twice a week throughout the year.

Instrumental Music. Instruction in piano, organ, violin and cornet is given. An effort is made to suit the institution to the needs of the individual pupil. In general, the Elementary Course includes a thorough foundation in technique, with selected studies and sonatinas, and easy pieces by classical and modern composers. The advanced Course continues the study of technique, including major and minor scales of various forms, arpeggios and chords, etudes and studies. Greater attention is given to such composers as Mendelsdn, Bethoven. Private recitals are given at intervals and public recital is given at the close of the year.

BASKET BALL TEAMS



PREPARATORY DEPARTMENT

FIFTH GRADE.

Reading: King Arthur and his Knights; Fifth Year Language Reader; Stepping Stones to Literature; New Fifth Reader.

Language: Modern English, Book One, Completed.

Spelling: New World Speller, Grades 4 to 7; Webster's Common School Dictionary.

Writing: Palmer Method.

Arithmetic: Milne's Progressive Arithmetic, Second Book, Part

1 Supplementary Problems.

Georgraphy: Tarr and McMurray's New Geography, First Look, completed. North Carolina Geography.

History: Counor's Makers of North Carolina History, and Chandler's Makers of American History, completed.

Hygiene: Ritche's Primer of Hygiene, completed.

Drawing: Book Three.

SIXTH GRADE.

Reading: Selected Parts of Riverside Sixth Reader and Sixth Year Language Reader. Classics to be selected.

Grammar: Reed & Kellogg's Graded Lesons in English, completed.

Spelling: New World Speller, Grades 4 to 7; Webster's High School Dictionary.

Writing: Palmer Method.

Arithmetic: Milne's Progressive Arithmetic ,Second Book, completed.

Geography: Tarr and Murray's New Geography, Second Book, to South America. North Carolina Geography.

History: Our Republic, to page 205. Hill's North Carolina History to page 213.

Sanitation: Ritchie's Primer of Sanitation, completed.

Drawing: Book Four.

SEVENTH GRADE.

Reading: Courtship of Miles Standish; Evangeline; Riverside

Seventh Reader; others to be selected.

Grammar: Reed & Kellogg, Book 11.

Spelling: Reed's Word Lessons.

Writing: Palmer Method.

Arithmetic: Milne's Progressive Arithmetic, Third Book, to page 247.

Geography: Tarr and McMurry's New Geography, Second Book, completed. North Carolina Geography, completed.

History: Our Republic, completed; Hill's North Carolina History, completed.

Physiology: Ritchie's Primer of Physiology, completed.

Drawing Book: Book Five.

EIGHTH GRADE.

Reading: Selections from Riverside Literature for Eighth Grade. Reviews of Stories for Supplementary Reading in Primary Grades.

Grammar: Reed and Kellog, Book II, completed.

Spelling: Reed's Word Lessons.

Writing: Palmer Method.

Arithmetic: Milne's Progressive, Third Book, completed.

Civil Government: Peele's.

Physiology: Culler's Book III, Fall Term.

History: Montgomery's Leading Facts in English History. Cur rent Events from Newspapers, etc.

Drawing: Book Six.

THE MODEL OR PRACTICE SCHOOL

The one essential feature in a well regulated Normal School is a properly conducted model school. It is the pedagogical laboratory in which the student-teacher observes the working of the childmind and applies the knowledge thus gained in carefully planned teaching acts.

Our model school will not consist of a few pupils selected for this special purpose, but it will be a well organized graded school, including the first four grades of the elementary school. The management and instruction will be under the immediate direction of an experienced teacher. This will insure a practical, as well as a pedagogical training for our students.

Thus it will be seen that the model school is to perform two distinct but relative functions: It will be used as a Model School for the observation of expert teaching, and as a Practice School for Seniors, who serve an apprenticeship as actual teachers.

The Seniors will be required to devote one hour a day to this work.

Courses will be given in special methods of teaching reading, language, arithmetic, geography and nature study. The principles taught will be deducted from class-room teaching. Typical lessons will be observed and discussed from time to time. The lesson topics will be chosen with reference to their concrete application to principles of teaching. The aim is to give the students preparing to teach such professional equipment as shall enable them to go into the public schools of the State and teach acceptably and well; teach the branches required by law to be taught in the free public schools, in a strong way.

OUTLINE COURSE OF STUDY IN THE PRACTICE SCHOOL.

FRST GRADE B

Reading: Playmates Primer (Wide Awake Primer), Wide Awake First Reader, Supplementary Readers.

Language: Conversation Work, Oral Reproductions, Correcting Forms of Speech, Copying Sentences.

Spelling: Words from Readers and New World Speller.

Writing: Writing on blackboard and on ruled paper, Palmer

Method.

Arithmetic: Incidental Number Work.

Geography: Nature Work. History: See Course of Study.

Physiology and Hygiene: See "Manual of Physiology and Hygiene in Primary Grades," and N. C. Education Bulletin VIII, pages 142-147.

FIRST GRADE A

Reading: Haliburton Primer, Wide Awake First Reader, Summer's First Reader, Progressive Road to Reading Book One, Child Life's Second Reader.

Language: See Course of Study and First Grade B. Spelling: See Course of Study and First Grade B.

Writing: Palmer Method.

Arithmetic: See Course of Study and First Grade B.

Geography: See N. C. Educational Bulletin VIII, pages 42-44. History: See N. C. Educational Bulletin VIII, pages 120-132.

Physiology and Hygiene: See First Grade B.

Drawing: Book One.

SECOND GRAD B

Reading: Progressive Road to Reading, Book One; Gordon Second Reader, Book Two; Free and Treadwill's Second Reader.

Language: Oral Reproduction, Correcting Errors of Speech Copying Sentences and letters.

Spelling: New Word Speller, Grades 1 to 3.

Arithmetic: Addition and Substraction.

Geography: Lessons on Plants, Animals, Water, Air, Heat, Light, Time, etc. See Course of Study.

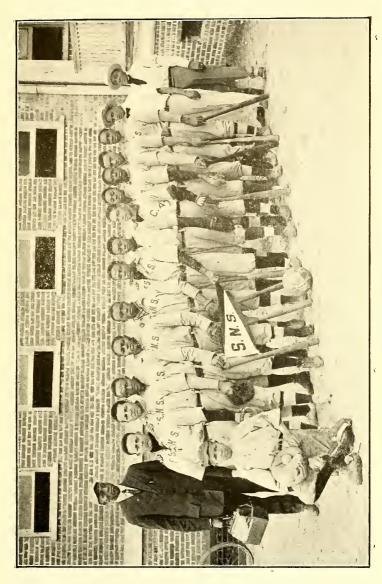
History: See Course of Study.

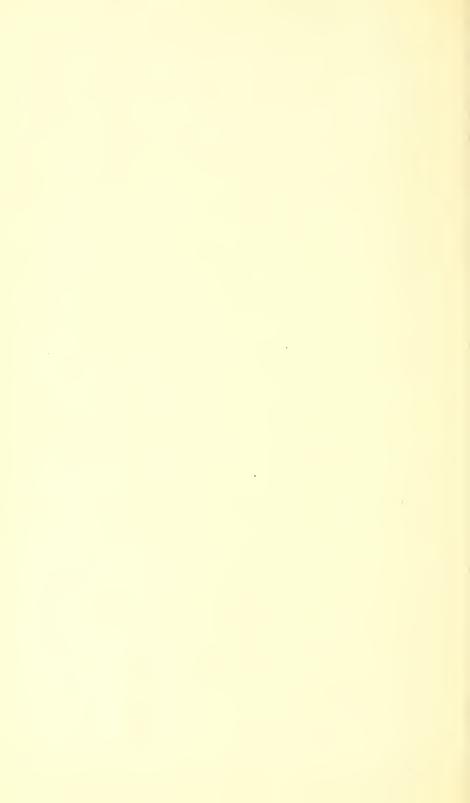
Physiology and Hygiene: See "Manual of Physiology and Hygiene, Primary Grades," and N. C. Educational Bulletin VIII, pages 142-147.

Writing: Palmer Method. Drawing: Book One.

SECOND GRADE A

Reading: Child Life Second Reader, Second Year Language Reader, Howe's Second Reader, Gordon Third Reader, Progressive Food to Reading Book Three.





Language: See Course of Study and Second Grade B

Spelling: New Word Speller, Grades 1 to 3.

Arithmetic: Addition and Subtraction.

Geography: See Course of Study.

History: See Course of Study.

Writing: Palmer Method.

Drawing: Book Two.

Physiology and Hygiene: See "Manual of Physiology and Hygiene in Primary Grades," and N. C. Educational Bulletin VIII.

THIRD GRADE

Reading: Gordon's Third Reader, Merrill's Third Reader, Howe's Third Reader.

Language: Oral and Written Reproduction, Letter Writing, Dictation, Capitalization and Punctuation.

Spelling: New World Speller, Grades I to III.

Writing: Palmer Method.

Arithmetic: Addition and Substraction, Multiplication and Short Division.

Geography: Direction, Surface Features, Drainage, Springs, Brooks and Rivers, Air around the Earth, Food, Clothing, Shelter, Fuel. See course of study.

History: Oral Stories of Washington, Franklin, Lee, etc.; Bible Stories; Fairy Tales, Myths, etc. See Course of Study.

Physiology and Hygiene: See "Manual of Physiology and Hygiene in Primary Grades," and N. C. Educational Bulletin VIII.

Drawing: Book Two.

FOURTH GRADE.

Reading: Baldwin's Old Stories of the East, Progressive Road to Reading, Fourth Reader Graded Classics No. 4, Fourth Year Language Reader.

Language: Modern English, Book One, to page 109; Dictation, Composition, Letter writing.

Spelling: New World Speller, Grades 4 to 7, Webster's Comtion School Dictionary.

Writing: Palmer Method.

Arithmetic: Milne's Progressive Arithmetic, First Book, Parts

I, II, MII, completed.

Geography: Tarr and McMurray's New Geography, First Book; N.C. Geography. See Course of Study.

History: N. C. Colonial Stories: Exploration and Discovery.

Physiology and Hygiene: Tuberculosis and its Prevention; "Suggestions to Teachers Regarding Medical Inspection," etc. See Course of Study.

Drawing: Book Three.

INDUSTRIAL DEPARTMENTS

There is a greater awakening in favor of efficient manual service than ever before. Therefore a knowledge of the theory and practice of hand work is necessary for the young people who are going out into the world expecting success to crown their effort. These departments having been equipped, will be improved, from time to time and at the head of each will be placed an efficient instructor.

AGRICULTURAL WORK

There is no industry in the South that is receiving more attention than Agriculture. The progressive leaders are realizing more and more fully that by developing this industry they are opening the door to the greatest source of human independence and comfort.

While this is not an agricultural school, in a technical sense, yet special attention is given to the training of students in such branches of Agriculture as will enable them to teach the subject in rural schools and put a knowledge of it into practice on their own farms.

Special stress is laid upon the teaching of growing Legume crops, for the restoring of nitrogen; rotation of crops; raising improved farm animals and poultry; care of orchards, and practical farming.

There are kept at the school Rhode Island Reds and common chickens; Registered Duroc Jersey hogs.

There are also Jersey cows and some Jersey and Holstein grades • (I cows kept at the school. These are kept for observation, study and comparison of breeds, and also for the purpose of learning how to properly care for and feed stock. This department, too, will be improved.

PRACTICAL HORTICULTURE

Care of the Campus:

The student is given actual pratice in the management and caring for the campus, such as growing shrubbery, roses, hyacinths, tulips and other flowers. For First and Second Year, Lectures, Fall Term

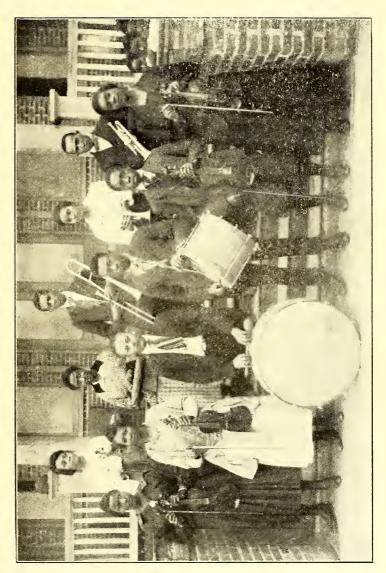
Small Fruit:

Latest methods of propagation, cultivation, spraying, pruning and preparation of the soil for all classes of small fruits are freely

For Third Year-Winter Term, Text, Fuller.

Pratical Botany:

Such subjects as how plants feed from the soil and air; the effects of light, heat and moicture, plant diseases and remedies are discussed in the most practical way. Also the different kinds





of plants, such as mosses and lichens, yeast and fungi are discussed. Fourth Year, Spring Term, Text, Elementary Botany (Bailey).

Farm Management:

Special emphasis is laid on the selection of a farm, the advantages of proper location, planning and equipment. Farm accounts and the cropping system are freely discussed, given both by recitation and lectures. Fourth Year, Winter Term, Text, Card's Farm Management.

Farm Crops: This subject is made clear by recitations, lectures and actual practice on the farm. The origin, production, seeding, cultivation, harvesting and marketing are discussed in the most practical manner, also the preparation of soils, value of Fall plowing; rotation of crops is clearly set forth. Third and Fourth Year, Spring Term.

MECHANICAL WORK

COURSE OF INSTRUCTION.

This course consists of house carpentry, cabinet making, wood turning, and includes the drawing of plans, etc. The course embraces a variety of bench work which brings into use all the tools commonly used in the trade. When a certain proficiency is reached we erect a house in or outside the work shop—and each boy has an opportunity to apply what he has learned in house construction. There is also a large number of tables, cabinets, book cases, etc., that have to be made every year which gives employment to the student in cabinet making.

. Our shop is equipped with the latest and best machines, such as the planer, band saw, universal rip saw, power grindstone and lathe. This machinery is driven by electric motor.

MECHANICAL DRAWING

The drawing is arranged with a view to giving the student a general knowledge of working drawings, preparing him to read these intelligently, cultivating his ability to make working drafts plans, elevations and selections of tools, buildings, wagons and other work along the line of his trade, and to build according to the same.

RURAL MANUAL TRAINING

This course is designed to enable all graduates to meet the common problems of repairing the school house, etc., and instructing their students in the use of tools; making useful articles for home use and the repairing in general of the home and the community. Working drawings for the articles and the execution of the various patterns are carried out in wood with the use of as few tools as possible and on as condensed theory scale as practical.

COURSE IN MANUAL ART

SEVENTH GRADE.

- 1. Names and uses of tools and apparatus.
- 2. Sharpening and setting tools for work.
- 3. Care of the shop and apparatus.
- 4. First ten models in manual training completed.
- 5. Drawing and sketching.

EIGHTH GRADE.

- 1. Advanced models in manual training.
- 2. Mechanical drawing.
- 3. Sketching and making simple pieces of houseware.
- 4. Practical repair work, etc.

NORMAL DEPARTMENT

FIRST YEAR

- 1. Mechanical Drawing.
- 2. Care and Use of Machinery.
- 3. Wood Turning.
- 4. Use of Stains, Varnishes, etc.

SECOND YEAR

- 1. Architectual Drawing.
- 2. Blue Printing.
- 3. Making Simple Pieces of Furniture.

THIRD YEAR

- 1. Making Pieces of Furniture from Original Designs.
- 2. Lectures on Building Sites, Building Superintendence and Building Inspection.
 - 3. Further Work in Furniture Making.

FOURTH YEAR

- 1. Mechanical and Architectural Drawing reviewed.
- 2. Shop Management and Superintendence.

DOMESTIC SCIENCE DEPARTMENT

The most profitable, the most interesting study for women is the home, for in it centers all of the issues of life.

The main object of this department is to teach system dispatch and practical knowledge. To make home-making an inspiring profession and to show that it is a science that calls for woman's best efforts, but not her whole existence. To show that the good cook holds the key to a happy home, and that the woman who is trained in the art of cooking has every advantage..

Each girl is required to provide herself with a large white apron which should cover her whole dress, two towels, sleevelets, note book and a pot holder for this department.

Students can make these things in the sewing room, if they do not understand how to make them at home.

TEXT BOOKS

FIRST AND SECOND YEARS

Elements of the theory and practice of cooking by Williams and Fisher.

Government pamphlets.

THIRD AND FOURTH YEARS

Foods and household management by Kinne and Cooley.

REGULATION UNIFORM

Large white aprons with bibs, sleevelets, white cap, hand towels, holders for handling cooking utensils.

REQUISITES

Notebook, pen and ink.

SEVENTH GRADE

Sequence. The Meal. The Home. Study of air, aremaking, fuel, the regulation of drafts, care of range, economical use of fuel, measurements and their equivalents, stand measures, accuracy in

measuring. Proper methods of working in kitchen, cleanliness, neatness and accuracy of work. Dish washing, care of kitchen linen and equipment. Practical canning and jelly making. Practical work in preparation, cooking and serving of the following classes of food: tea, cocoa, chocolate and coffee, cereals, fruits, starches, quick breads, yeast bread, soup and stock, cream soup, study beef creature, cuts of meats, principles of cooking tough and render cuts, of eggs, milk (care and handling to prevent contamination), use of left over food, simple salads (dainty and attractive service), gelatine deserts, plain pastry, fruit pies; cookies and simple candies; planning, preparation and serving a breakfast to a family of six, cost, combinations, sandwiches, macaroni and cheese, freezing lemon or orange ice. Laundrying table linen; setting a tray, care of sick room to prevent spread of disease, making a bed, simple furnishings and attractive decoration, and arranging furniture for bedrooms. Cleaning and class party.

EIGHTH GRADE

Sequence: The Meal, The Home.

Continuation of canning of fruits and vegetables, preserving fruits, serving of fruits for meals, study of the structure and care of sick, variety in preparation and serving vegetables, use of left-overs, preparation of inexpensive luncheon dishes, escalloped dishes and meat substitutes. Review cooking of classes of food of seventh grade—study food principles, food sanitation, water and milk supply; cream dishes on toast, cooking of dried foods, beans, peas, fruits, casserole cookery, vegetables, salads, boiled and French dressing, steaming and leavening, suet pudding, commercial plum pudding, comparison, review, breakfast, planning luncheon, marketing, preparation and serving, stew and soups, source and use of gelatine, small butter cakes simple icing of cakes, frying doughnuts, making window boxes, care of house plants, house cleaning, ventilation, making and stocking a school medicine chest, how to care for emergencies.

Freezing sherberts, class party.

FIRST YEAR NORMAL

Sequence: The Meal, The Home.

Pickling, sweet and sour pickles, use of dried rruits in making pickles.

Preservatives—Home Products versus Commercial. Jellies and jams. Study commercial methods of preserving foods, cost. Study

of dining room equipment, simplicity (efficiency in arrangement) and harmony in furnishings; care of linen, brass, silver, glass, wood. Quality of cleansing materials. Pastry, meringues, loaf cake, variations of butter cake, icings. Study foods in relation to special needs.

Menu making, varied use of cranberries. Thanksgiving dinner, marketing for Thanksgiving basket to be sent to the poor; cost.

Practical work in sandwiches, hot and cold desserts, fancy bread, meats, fish; serving breakfast, dinner and supper at a limited cost. Steaming, friccassee chicken, frying, fritters, left-overs. Soap making. Treatment of wounds and bleeding, bandaging.

Plan picnic lunch baskets. Study of industries—milk, butter and cheese. Care of garbage can and refrigerator Review. Making of baking powder and yeast. Buns, Easter dinner, color scheme, principles of house furnishings. Frozen custards. Class reception.

SECOND YEAR NORMAL

Sequence: The Meal, The Home.

Home and food sanitation. Menu making and table service continued. Special problems: Simple facts of physiology emphasized. More advanced practical work, in salads, salad dressings, and accompaniment, batters and doughs, soup, hot and cold desserts, ices, candies, fancy omelets, cakes and icings (sponge cake). How to cook choice cuts of meat, study of hog, cuts and ways of preparing. Marketing, study of prices and sanitary handling of foods, buying in bulk or small quantities. Special attention to school children's lunches, packing lunch boxes, desirable foods. Care of home and invalid cookery. Class reception, emphasized on harmony, etequette, service, preparing for a large number and cost.

THIRD YEAR NORMAL

Sequence: The Meal, The Home.

Practical work along the lines of previous years. Dishes of more complicated nature prepared. Problems worked out by students independently. Application of principles learned. Cooking in quantities, breads, desserts and special orders for dining hall. Emphasis on care of the home, house furnishing and personal nygiene. Study of food principles, their source, composition and food value. Brief study of digestion, absorption, circulation, exertion and storage. Emphasizing relation of food, its preparation to health.

Study of fireless cooker (conservation), holiday festivities, preparation and sale of suitable foods, fruit cakes, candies, etc. Study

of commercial cleansing solutions and preparation of cleansing solutions.

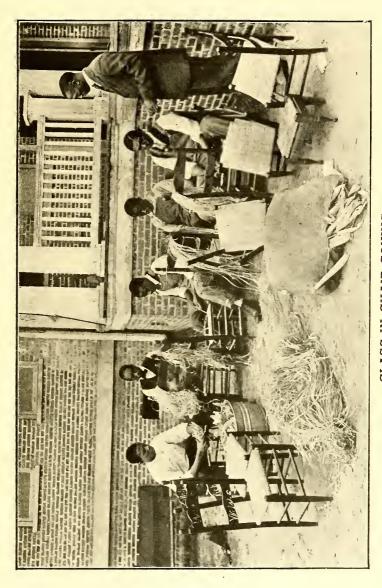
FOURTH YEAR NORMAL

Sequence: The Meal, The Home.

Advanced cookery with due attention to possibilities of the field for a livelihood. Lunch room cookery, ideas for conducting an exchange, preparing foods in quantities, marketing to best advantage, care of food supply in the home, butter substitutes. Study of receipts with attention to substitution and adjustment. Sanitary and attractive display of foods. Adulterations—home products versus commercial products. Study of cleaning materials, effect on various metals. Practice in useful demonstration for general teaching. Farmers' Institutes and Women's Clubs.

Selection of homes, what to look for, environment, disposal of waste, plumbing, etc.

Furnishing the home, simplicity, durability, cost. Machinery in the home, labor saving devices, marketing and accounts; care of sick room, guarding against contagion. Infants' care and feeding. General review. Treatment of household pests; washing blankets; Planning marketing, preparing and serving formal dinners to officials. (This is to be done independently by students).





DOMESTIC ART

The department of Domestic Arts, including plain and fancy sewing, dress making and handicrafts is designed to give the girls a thorough knowledge of the fundamental principles of the useful arts, and to prepare efficient teachers in these branches of industry.

A carefully graded course in sewing is given, commencing with the seventh grade and extending through the fourth year normal class.

After having done the work of the regular course, girls wishing to receive certificates in dressmarking may specialize during their Junior and Senior years.

SEVENTH GRADE

- 1. Instruction—Cleanliness of hands, nails and sewing aprons. Position in sewing, size of needles, length of thread, use of thimble and position of scissors.
- 2. Stitches—Basting, running, overcasting, stitching by hand, everhanding, hemming, etc.
- 3. Articles made—Sewing bag, apron and simple pieces of underwear.
 - 4. Material-Soft bleached muslin.

EIGHTH GRADE

- 1. Instruction—Review of first year's work.
- 2. Advanced stitches and seams. French fells, flat fells, gathering, hem stitching, mitered corners on hems, etc. Plackets and facings, study of cutting and joining a bias fold, how to cut a true bias. Use and care of machine. How and when to oil machine.
- 3. Articles made—Simple underwear, darning, patching, aprons and house caps.

FIRST YEAR NORMAL

- 1. Instruction—Correct use of patterns. How to take simple measurements; apply to pattern. Cut and fit a plain waist; children's clothes; button holes and sewing on buttons; matching stripes, checks, etc.
 - 2. How to manipulate a machine, names of parts, names and

uses of attachments.

3. Articles made—Suit of trimmed underwear, plain house dress, fancy waists.

SECOND YEAR

1. Continuation of measurements, cutting garments by measurements taken, making skirts, shirtwaists and shirts. Study of embroidery, fancy stitches, crocheting, study of different figures, kind of lines for small and large women. Becoming costumes, Calculations for number of yards required for costumes for different sized women. Economy in cutting.

THIRD YEAR

1. Drafting patterns. Cutting and fitting reviewed and continued. Making out estimate for different costumes, designing a street dress and making same.

FOURTH YEAR

1. Drafting—General knowledge of all kinds of sewing, cutting and making costumes. Study of colors suitable to different complexions. Cutting and making graduating dresses.

SPECIAL COURSE

This is a two years' course for girls having done the graded work given above and who wish to receive certificates in dress making.

- 1. Advance theory and color study given on draped paper models.
 - 2. Fancy lingerie dresses.
 - 3. Shirred, smocked and beaded dresses.
- 4. Practice in making by hand and machine elaborate evening dresses.
 - 5. Tailored coat suits.

HANDICRAFT

Work in raffia, reed. pine straw, etc., is given the junior and senior girls that they may be able to teach it in primary and elementary schools.

The following course is given:

1. Shuck work, napkin rings, baskets, picture frames and foot

mats.

- 2. Raffia wrapped articles.
- 3. Raffia knotted bags.
- 4. Raffia braided belts, hats, bags, etc.
- 5: Pine straw baskets, trays, vases, etc.
- 6. Reed work. (a) Round reed mat using single weave.
 - (b) Round reed basket using single weave.
 - (c) Round reed mat using double weave.
 - (d) Round reed basket using double weave.
 - (e) Triple weaving done on large baskets.
 - (f) Oblong reed mats.
 - (g) Oblong reed baskets.
- 7. Sewed Basketry—Mats and baskets made of raffia and rattan using coil, knot, figure 8 and lazy squaw stitches, working in fancy designs with colored raffia.

Handicraft and primary sewing is taught in model school by Senior girls. Senior girls are required to take courses in hand sewing stitches planned for fourth, fifth and sixth grades.

DEPARTMENT OF SCIENCE

FIRST YEAR NORMAL

Introduction to Science.

The course is to start students upon a systematic study of the useful branches of science, and to present scientific projects that will be useful in the student's present life. Text, Clark's "Introduction to Science."

SECOND YEAR-NORMAL

Biology-See courses in Agriculture.

THIRD YEAR-NORMAL

Physics—The course is to teach the student the elementary laws and principles of Mechanics, Sound, Heat, Electricity and Light. Emphasizing more those principles which can be applied in the present or future life of the student. Besides the classroom work students are required to do enough other work to impress these principles upon their minds.

FOURTH YEAR-NORMAL

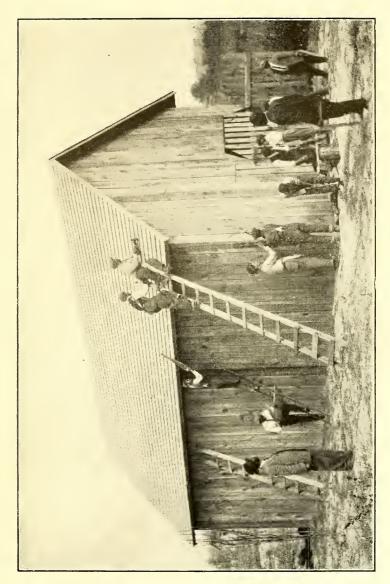
Chemistry.

The course is to give the student a thorough working knowledge of elementary chemistry. The theory of chemistry is introduced little by little each day as needed. The course is based on an exhaustive study of the experiments themselves, the student obtaining as many facts as possible concerning the material of each experiment. During the third term, the student makes a study of the analysis of food and detection of adulterants.

PHYSICAL GEOGRAPHY

This course treats of the earth at its present stage of existcace, the changes which are constantly taking place on the surface of the earth and the forces which have caused these conditions and are causing the constant changes.

We plan to offer a Business Course which has for its object the training of the mind and hands along practical lines.





ENGLISH

I—A and B Preparatory—English Grammar and Composition. The work in Grammar consists of a thorough review of inflection, syntax and prosody, and special emphasis is placed upon the analysis of the sentence. Tri-weekly exercises in composition are required and special attention is paid to accuracy.

II—First and Second Year Normal—Composition and Rhetoric. In this course the emphasis is put primarily on sentence and paragraph structure and the plan or outline of the composition, and secondarily on style. Written work required at least three times a week.

III—Third Year Normal—Composition and English Literature. This course offers a study in English Literature in connection with frequent themes for practice i_n composition.

IV—Fourth year Normal—American Literature—This work is an advanced study in American poetry with parallel reading in both prose and poetry; also a study of the history of American Literature.

V—Fourth Year Normal—Teacher's Grammar—A thorough review of English Inflection and analysis, syntax and prosody; a brief survey of the history of the English language and its formation.

EDUCATION

PSYCHOLOGY

The course is to present the latest ascertained facts of physiological as well as introspective Psychology. We attempt as far as possible to bring the facts home to the students, by finding illustrations of each psychic phenomena in some present or past act of the student's life. The chief object of the course is to make better teachers by training students to interpret mental states.

if. Peadgogy—An outline method will be used in this subject, the purpose of which will be to give the students a throrough understanding of the principles of education from the standpoint of the teacher. Among the topics studied are Principles of Teaching, Processes, Conditions, Devices, Art of Securing Attention.

III. Method—Work in this course prepares students to teach in grades from first to eighth. It includes the study of type lessons, plan making and the demonstration of methods with classes of pupils in the various grades.

IV. School Management—The purpose of this course is to study the fundamental problems of school work. Among the topics discussed are "The Personality of Teacher," "The Teacher's Preparation," "Organization and Classification," "The Government of the School," etc.

V. Pratice Teaching—This course provides for one year of actual teaching under supervision. The thorough preparation of the lesson, and the making of plans for every lesson taught are required.

VI. Child Study—The purpose of this course is to secure for the student knowledge of the development of the child's mind.

MATHEMATICS.

- I. Arithmetic—A general review of the subject, especially emphasizing fractions and those things bearing directly on practical life.
- II. Elementary Algebra.—This class is given for uonr fundamental operations, factoring, fractions and simple equations.

SECOND YEAR.

III. Advanced Algebra—The work begun in the first year is here completed simultaneous equations, graphic solutions, involution, evolution, theory of exponents, radicals, quadratic equations, inequalities and the binomial theorem.

THIRD YEAR.

IV. Geometry—Reasoning, not memory is developed, special emphasis being put on exercises and originals.

FOURTH AND JUNIOR YEAR.

V. Teacher's Arithmetic—This coure serves as a review of arithmetic, from the teacher's point of view, discussing methods, forms, etc.

HISTORY

FIRST YEAR.

General History throughout the year.

Outline work and students required to make researches in library o_n topics. Frequent review and written lessons.

SECOND YEAR.

Industrial History (throughout the year).

Outline course with lectures.

The industrial development of the nation since the 16th contury and its place in the industrial world.

A careful survey of Negro History is included to show their struggle and development.

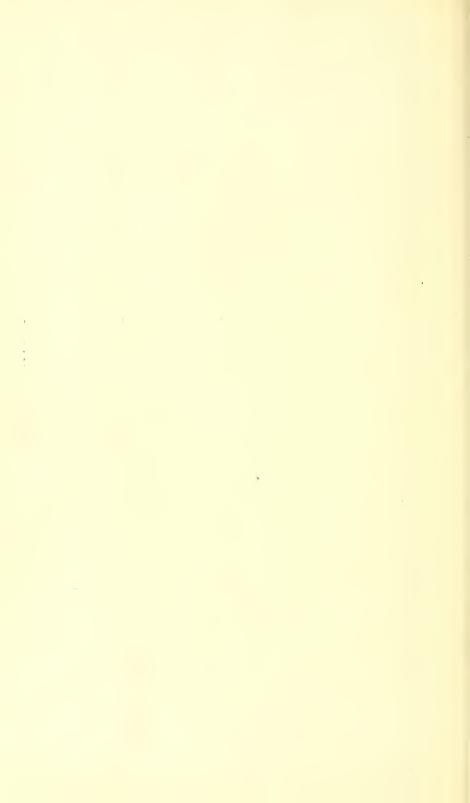
No text. Current news reports weekly.

FOURTH YEAR.

Fall Term. Civil Government. Text, Garner's Government in the United States. The course is to be based on lectures, outlines, researches, supplemented by frequent written lessons.

Winter and Spring Terms. United States and North Carolina History reviews.

BOYS FINISHING COTTAGE



ROLL OF STUDENTS-1918-19

NORMAL DEPARTMENT

THIRD YEAR

Boone ,Colon
Cogdell, Ida
Elliott, Ella
Elliott, -Maggie
Morrison, Neil
Watson, OctaviaJohnston
· ·
SECOND YEAR
Barne s, Alexander
Brewington, Daisy
Caple, Nathaniel
Dowdy, Otelia Moore
Everett, Esther
Freeman, Walker
Frink, Grace Brunswick
Gibson, Emma Cumberland
Hill, Katherine
Mitchell, Irene
Mitchell,, Sarah
Morgan, Benjamin
McIntyre, Alexander
McLaughlin, Geneva
Patterson, Mozelle Lenoir
Taylor, Marion
Torry, Estella Hoke
Watson, James Cumberland
Watson, Thomas
Wall, Mary
Wall, DellaJohnston
Williams, Mary Bertie

FIRST YEAR

Armstrong	Fugana	(backendur.

·
Black, Jola
Blackmon, Marion
Blue, Willie
Bowman, Willie
Brown, Ruth
Dockery, Bertha
Dockery, Beulah
Ellerbee, Ida Mae
Elliott, Maggie
Gill, Louis
Hoskin, Mary
Hadson, Marcella
Johnson, Eva
Jones, Etta MaeLenoir
Linney, Elsie
Mitchell, Thomas
Morgan, Bernice,
McIntosh, Susie
Parker, ElizabethLenoir
Quick Blanche
Stanford, Mary
Williams, Dewey
Timemis, Develor

PREPARATORY DEPARTMENT

EIGHTH GRADE

Alston, James
Ancrum, Carrie
Armstrong, Charlie
Baldwin, Joshua
Barnes, Armelia
Bayne, Eleanor
Eethea, Jessie B
Bethea, Nettie
Brown, Leonard
Brown, Beatrice
Caple, Laura E Anson
Crump, Wallace
Dancy, Mary A
Davis, Macie Duplin
Davis, MaggieDuplin
Darden, CrettieSampson
The state of the s

Dockery, Mary E
Dunn, EuniceJohnston
Evans, Maggie
Evans,I rene
Gaddy ,Ola
Harris, Odessa Guilford
Hoover, Walter
Jones, Mamie
Johnson, Ellen
Justus, Therisa Mae
Little, Nannie
Martin, Manilla
Mitchell, John
Mitchell, WaltonVirginia
Mitchell, Annie
Monroe, Louis
McCall, Elizabeth
McCullough, Emmett
McKoy, Florrie
McGill, CarrieRobeson
McLeod, AliceScotland
Peacock, Booker T Columbus
Perry, Margaret
Reeves, Pearl
Shaw, Merlin
Sawyer, Esther
Southerland. Maggie
Strong, Roxanna
Strong, Carrie
Stackhouse, Ada
Stratmon, LottieBrunswick
Taylor, Jesse
Thomas, Georgia New Hanover
Walker, Fannie
Waddell, Nannie
Wall, Carrie
Wood, Eula Mae
The state st
SEVENTH GRADE
Allen Fayly Mee
Altern Book
Alston, Pearl Wake

Alston, Robert Vance

Armstrong, LillieCumberlandBillips, Alice.CumberlandBillips, Allean.CumberlandBlue, Joshua.BladenCaple, Roethel.AnsonCooper, Nettie.DuplinCooper, RuthDuplinCogdell, W. C.HokeCulbreth, WilliamHarnettDiggs, Alfred.RobesonEvans, Lula.CumberlandGraham, Frances.CumberlandHailey, Mae F.RichmondHailey, Lillie.RichmondHandon, Martha.HokeHatcher, Beulah.CumberlandHatwood, L. W.CumberlandJudd, Annie E.LeeJustus, Hattie.CumberlandLee, MinnieJohnstonLinney, Florence.AlexandriaMalloy, Macie.RobesonMelvin, Gertrude.SampsonMitchell, Paul.VirginiaMonk, Colona.JohnstonMcAlister, ViolaCumberland
Billips AlleanCumberlandBlue, JoshuaBladenCaple, RoethelAnsonCooper, NettieDuplinCooper, RuthDuplinCogdell, W. C.HokeCulbreth, WilliamHarnettDiggs, AlfredRobesonEvans, LulaCumberlandGraham, FrancesCumberlandHailey, Mae FRichmondHailey, LillieRichmondHandon, MarthaHokeHatcher, BeulahCumberlandHatwood, L. WCumberlandJudd, Annie ELeeJustus, HattieCumberlandLee, MinnieJohnstonLinney, FlorenceAlexandriaMalloy, MacieRobesonMelvin, GertrudeSampsonMitchell, PaulVirginiaMonk, ColonaJohnston
Blue, Joshua. Bladen Caple, Roethel. Anson Cooper, Nettie. Duplin Cooper, Ruth Duplin Cogdell, W. C. Hoke Culbreth, William Harnett Diggs, Alfred Robeson Evans, Lula. Cumberland Graham, Frances. Cumberland Hailey, Mae F Richmond Hailey, Lillie Richmond Handon, Martha Hoke Hatcher, Beulah Cumberland Hatwood, L. W Cumberland Lee, Minnie Lee, Minnie Johnston Linney, Florence Alexandria Malloy, Macie Robeson Melvin, Gertrude Sampson Mitchell, Paul Virginia Monk, Colona Johnston
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Diggs, Alfred Robeson Evans, Lula Cumberland Graham, Frances Cumberland Hailey, Mae F Richmond Hailey, Lillie Richmond Handon, Martha Hoke Hatcher, Beulah Cumberland Hatwood, L. W Cumberland Judd, Annie E Lee Justus, Hattie Cumberland Lee, Minnie Johnston Linney, Florence Alexandria Malloy, Macie Robeson Melvin, Gertrude Sampson Mitchell, Paul Virginia Monk, Colona Johnston
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Handon, MarthaHokeHatcher, BeulahCumberlandHatwood, L. WCumberlandJudd, Annie ELeeJustus, HattieCumberlandLee, MinnieJohnstonLinney, FlorenceAlexandriaMalloy, MacieRobesonMelvin, GertrudeSampsonMitchell, PaulVirginiaMonk, ColonaJohnston
Hatcher, Beulah Cumberland Hatwood, L. W Cumberland Judd, Annie E. Lee Justus, Hattie. Cumberland Lee, Minnie Johnston Linney, Florence Alexandria Malloy, Macie. Robeson Melvin, Gertrude Sampson Mitchell, Paul Virginia Monk, Colona Johnston
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Justus, Hattie.CumberlandLee, MinnieJohnstonLinney, FlorenceAlexandriaMalloy, Macie.RobesonMelvin, GertrudeSampsonMitchell, Paul.VirginiaMonk, Colona.Johnston
Lee, MinnieJohnstonLinney, FlorenceAlexandriaMalloy, MacieRobesonMelvin, GertrudeSampsonMitchell, PaulVirginiaMonk, ColonaJohnston
Linney, FlorenceAlexandriaMalloy, Macie.RobesonMelvin, Gertrude.SampsonMitchell, Paul.VirginiaMonk, Colona.Johnston
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Malloy, Macie.RobesonMelvin, Gertrude.SampsonMitchell, Paul.VirginiaMonk, Colona.Johnston
Melvin, Gertrude.SampsonMitchell, Paul.VirginiaMonk, Colona.Johnston
Mitchell, Paul
Monk, ColonaJohnston
Wicalister, viola Cumberland
McCallum, Beatrice
McCallum, Jamsena
McDonald, Mary
McDonald, Frank
McKoy, Berta
McKoy ,Henrietta
McMillan, Lee Harnett McNeill, Marie
McLaughlin, Lee Benton
Rhone, Annie
Robinson, Edna
Steele, W .H
Turner, W. J. Jr
Vincent, Annie
Watson, Lloyd
Williams, Jessie Wayne

Williams, Thornton	 	 	 	 	South Car	rolina
Wilson, Louise	 	 	 	 ٠.	Vi	rginia

SIXTH GRADE

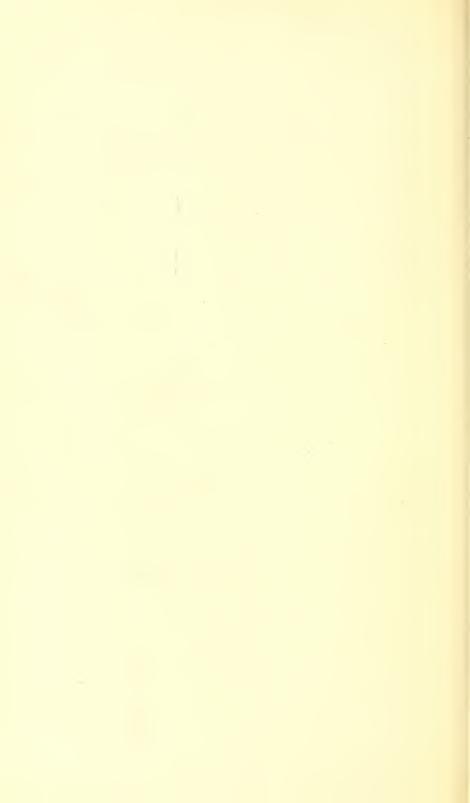
Miles, Charrie
Miles. Nero
McArthur, Mary
McCormick, Mamie
McKoy, George
McLaurin, Wesley
McLaurin, George
McLaurin, Gertrude
McLean, Myrtice
McMillan, Mary E Harnett
McNeul, James Pobeson
McPhatter, Bleco
McRae Allie Mae
Newman, OscarSampson
Patterson, James
Parker, Janie
Robinson , Mallie Sampson
Shipman, Avery
Spencer, Jesse
Stevens, Katie
Tate, Lula Cumberland
Townsend, Wilbur
Wall, Blanch
Walker, Mary Bertie
Watson , Margaret
Williams, Sam
Williams, Lucile Cumberland
Wilson, Allie Mae
Wilson, Bessie
Womble, Robert
FIFTH GRADE
· III III WILDE

Armstrong, Viola
Bell, Lula
Black, Annie
Blackman, Winnie
Blake, BerthaCumberland
Brewington, Curney
Brewington, HobsonCumberland
Brown, Maud
Burney Ethel I.

Campbell, D. B
Carter, Mary K
Cooper, John
Cooper, John Sampson
Council, Mary R
Council, Mary E
Davis, Robert
Dudley, Susan
Evans, Alice
Evans, Luvenia
Evans, Louis
Eason, Allen
Elliott, Earnest
Elliott, Junious
Elliott, Sherman
Faircloth, LeeSampson
Farmer, Joanna
Farmer, Rachel
Frink, Emmett Brunswick
Fuller, Sidney
Gainey, Roberta
Gilles, John
Hoskin, Florie
Jacobs, Virginia
Jackson, Flossie
Johnson, Louise
Lovett, AbnerCumberland
Lucas, Aggie Wilson
May, HattieWake
Melvin, MarsieSampson
Melvin ,Neil
Monroe, Mamie Robeson
McArthur, Arthur
McArthur, Fred
McCormick, Vashti
McEachin, Maceo
McKinnon, Alva
McLaughlin, Alfred
McLaughlin, Mary
McLaurin, Caroline
McLaurin, Mary J
McLaurin, James H
McNeill, Katherine
and the first transfer in the control of the contro

McRae, Willie
Oates, JanieCumberland
Oates, Mamie
Patterson, PeninaLenoir
Rogers, Clarence
Smith, Ance
Smith, Frank
Singleton, Juanita
Simmons, Leslie Hoke
Sperks, Essie, M
Sparks, Laura
Stevens, Louise
Tyson , Mamie
Williams, Hervie
Williams, Tolar V

CLASS IN PRACTICAL AGRICULTURE



MODEL SCHOOL

Byrdsol, George
Council, Claudia
Evans, Kate
Gillis, MaryCumberland
Malloy, Alexander
Melvin, Elaster
Stevens, Andrew
Toom, Oscar
Williams, Carrie
Wright, Raymond
THIRD GRADE
Barge, HattieCumberland
Bethea, Rosa Lee
Burton, Eula Mae
Cox, Emma
Cox, John
Cox, William
Croom, Isabella
Croom, William New Hanover
Fuller, Leary
Gillis, Martha Cumberland
J. hnson, Joseph
Long, Eunice
Morrison, Gertie
McArthur, Fairfax
McKoy, Emma
Powell, Ethel
Powell, Willie
Thomas, Richard New Hanover
Wilson, RosaCumberland
Wilson, James

Wilson, Isiah
Wilson, Ella
Wright, Bessie
SECOND GRADE
Beatty, Eunice
Burney, Janetta
Hearst, Mary
Johnson, Edmonia
Moore, Nora
McLaurin, Frances
McKoy, Norwood
Smith, Cora
Wilson, Missie
Through Sandar
FIFRST YEAR
Allison, Mack
Brown, Rogers
Crump, Willie Bell
Fuller, Ella Lou
Fuller, Roosevelt
Hall, DarcusCumberland
Hall ,Maggie
Johnson, Sadie
Long, David
Long, McKenzie
Long, Robert
Malloy, Harrison
Melvin, Aggie Nora
Moultrie, Lucile
Oates, RuthCumberland
Perry, William
Ray, Metrice
Smith, John

... Cumberland

Wood, William.. ...

ENROLLMENT

Teachers enrolled in Summer Scho	ool	 	 204
Special		 	 1
Normal Department		 	 51
Preparatory Department		 	 235
Model School Department		 	 65

Total enrollment for Summer and Winter Sessions556

Every son, whatever may be his expectation as to future, cught to be so educated that he can superintend some part of the complicated machinery of social life; and every daughter ought to be so educated that she can answer the claims of humanity whether these claims require the labor of the head or the labor of the hand.—Horace Mann.

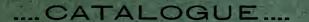
"The strengh of every community is dependent upon the average of the intelligence of that community, and this intelligence is dependent upon the education of the entire mass and not of the few."—Charles B. Aycock,

"To close the door of hope against any child within the borders of the State, whatever be his race or condition, by deliberately removing him from the possibilities of securing such training as will fit him for the life he has to live, is un Christian, un-Democratic and un-American."—Gov. N. C. Blanchard.









.... of the

STATE NORMAL

.... and

INDUSTRIAL SCHOOL

FOR THE COLORED RACE

FAYETTEVILLE NORTH CAROLINA

With Announcements and Statistics

Scholastic Year Nineteen Nineteen and Twenty

1919-20

FORTY-SECOND ANNUAL SESSION



ANNUAL CATALOGUE

OF THE

State Colored Normal

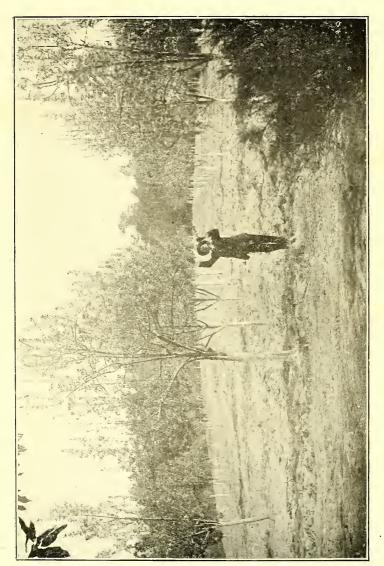
AND

Industrial School

FOR 1919 - 1920

FAYETTEVILLE,
North Carolina







STATE BOARD OF EDUCATION

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Но	N. H. L. Cook(Chairman
Dr	. H. W. Lilly	reasurer [
Но	N. O. K. Nimocks	Secretary

FACULTY 1919-1920

NORMAL DEPARTMENT

E. E. SMITH, A. B., Ph. D., PRINCIPAL
Shaw University
EDUCATION

NANNIE L. SMITH, ASSISTANT TO PRINCIPAL
Bennett College
BOOK-KEEPER

FRED S. McMAHAN, B. S. Knoxville College SCIENCE

GENEVA T. PICKNEY, A. B. Fisk University

MATHEMATICS

MARGARET BUGG, A. B. . Howard University
LATIN

VIDA B. HONESTY, A. B. Fisk University ENGLISH AND FRENCH

LILA BROWN, A. B.
Spelman Seminary
HISTORY (TWO MONTHS)

MARY E. McMAHAN, A. B. Knoxville College HISTORY (SIX MONTHS) MATTIE J. CHAVIS Shaw University DOMESTIC SCIENCE

MARY E. PERRY
New England Conservatory
MUSIC

MARY E. TYLER Shaw University DOMESTIC ART

EMMA C. LEWIS Hampton Institute METHODS

NANNIE L. SMITH

MARY E. TYLER ... GEOGRAPHY AND READING

MATTIE J. CHAVIS

HYGIENE AND SANITATION

MARY E. McMAHAN
HISTORY AND ENGLISH (SIX MONTHS)

VIDA B. HONESTY ENGLISH GRAMMAR

FRED S. McMAHAN
AGRICULTURE

LILA BROWN HISTORY AND ENGLISH (TWO MONTHS)

GENEVA T. PICKNEY
ARITHMETIC

MARGARET E. BUGG
PHYSIOLOGY AND CIVIL GOVERNMENT

MARY E. PERRY MUSIC

MODEL PRACTICE SCHOOL

EMMA C. LEWIS
SUPERVISOR AND CRITIC TEACHER

MAGGIE ELLIOTT (Senior Student) TEACHER

NEILL C. MORRISON (Senior Student) TEACHER

> ELLA ELLIOTT (Senior Student) TEACHER

SAPHRONIA WILSON (Senior Student) TEACHER

> COLON C. BOON (Senior Student) TEACHER]

IDA COGDELL (Senior Student) TEACHER

DR. B. H. HENDERSON SCHOOL PHYSICIAN

THORNTON WILLIAMS BOOKER PEACOCK DEWEY WILLIAMS EMMETT McCULLOUGH

JANITORS

SUMMER SCHOOL FACULTY 1919

E. E. SMITH, CONDUCTOR SCHOOL LAW

WM. M. COOPER
ARITHMETIC, MANUAL TRAINING, MECHANICAL DRAWING

O. R. POPE GEOGRAPHY, HISTORY, CIVIL GOVERNMENT

SOLOMON D. SPADY SCIENCE, AGRICULTURE

NOBLE F. BOND . GRAMMAR, HIGHER ENGLISH

MATTIE J. CHAVIS
SANITATION, DOMESTIC SCIENCE

TELIA L. FAULK
PRIMARY METHODS, COURSES I, II, III

FAYETTE WILSON EDUCATION, METHODS

NANNIE L. SMITH
BOOKKEEPER, DINING MATRON



CALENDAR

SCHOOL YEAR, EIGHT MONTHS

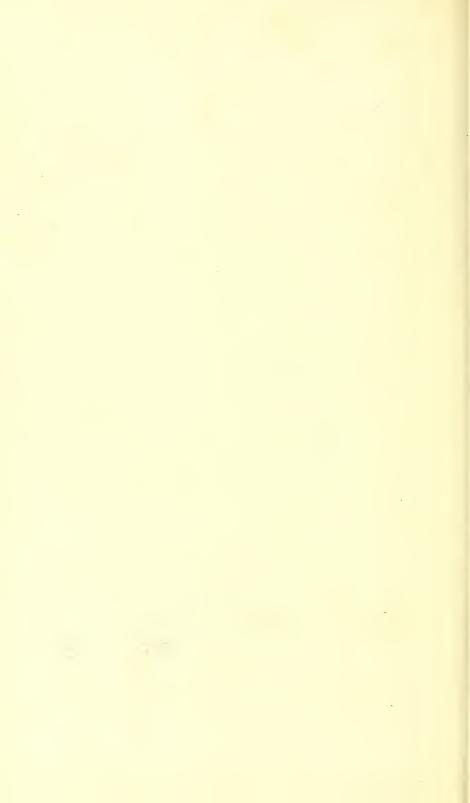
13th September—Monday	Session Opens
13th September—Monday	Entrance Examination of Students
14th September—Tuesday	Registration and Assignment to Work
25th November—Thursday	Thanksgiving Day
17th December—Friday	Christmas Holidays Begin
1st January, 1921—Saturday	Christmas Holidays End
3rd January, 1921—Monday	School Work Resumes

BOARD TO BE PAID IN ADVANCE

For the Session 1920 on the Following Dates

September 13th	Monday
October 8th	Friday
November 5th	Friday
December 1st	Friday
1921	
January 14th	Friday
February 11th	Friday
March 11th	Friday
April 8th	Friday

TEACHERS AND GROUP OF PUPILS



GENERAL INFORMATION

HISTORICAL SKETCH

THIS INSTITUTION was established in Fayetteville, by the State Board of Education, under an Act of the General Assembly of 1876-'77, for the training of teachers for the Colored Public Schools of the State. It has completed forty-two school years, of from eight to ten months each, in which have been enrolled 5,607 different students from seventy-seven counties in the State. Of these, four hundred and seventy-eight have completed the prescribed course of study and have been awarded diplomas.

The graduates of the school have, with rare exceptions, engaged in teaching in the city graded and district schools of the State. Large numbers of undergraduates,

also, engage in teaching in the public schools.

The attendance upon the school has grown from year to year, until the enrollment now is more than five hundred; an increase of 30% over the attendance of the preceding session.

LOCATION

The location is well nigh idea. It has a beautiful northeast frontage of railroad, for quite a half-mile on the one side and on the opposite side, is bounded by an equal distance of a splendidly kept sand-clay thoroughfare. Hence, the campus is of easy access.

The wisdom and foresight of those choosing the site for the institution may be seen in the selection of this exceptionally fit location. This State institution occupies a commanding position on the summit of one of the many hills which overlook Fayetteville and the beautiful surrounding country. Its campus and grounds comprise forty acres.

Besides abundant natural grown oak, pine and other forest trees, which suggest the future park; a beautiful grove of majestic shade trees, which adorn the campus, there are hundreds of fruit trees to be included. There are, also, well laid out walks and driveways through the grounds, studied on either side with hundreds of arbor vitae which adds much to the beauty of the place.

BUILDINGS

The Administration Building is a well appointed two story brick structure, with large halls, commodious clase rooms, cloak rooms, principal's office, assembly hall; and, basement, used to teach industries.

This building has, during the session, however, been found quite inadequate to accommodate the hundreds of students in attendance.

Dormitories. The girls are housed in a three story brick edifice, which has been found too small to accommodate the hundreds of girls and young women seeking to attend the institution. Consequently, scores were unable to gain admittance.

Cottages. Four cottages, adjacent to the campus, were rented during the session and used as dormitories for male students. In addition to these, numbers of young men were placed with nearby families.

BACK FROM OVER SEAS

Among our students who were called to their country's colors and saw active service over seas, are: N. A. Royal, Company F, 365 Inf., 183 Brigade; 92 Division; Geo. W. Jones, Co. M, Reg. 366 Inf., 183 Brigade, 92 Division, and Jas. T. Saunders, Co. D, 1st Bat. Eng. Corps.

As soon as these young men returned from abroad and

received their honorable discharge from the service of the United States Army, they resumed their studies at school.

They at once exhibited noticable activity in the performance of every requirement of the institution, with discriminating exactness.

I am pleased to record high appreciation of the service of these young men in helping to give the hundreds of students here in school, not only valuable examples in prompt obedience, but also in soldierly bearing and varied athletic activities.

URGENT NEEDS OF THE SCHOOL

Perhaps, the most imperative need of the school, at present; is larger accommodations. Our dormitory facilities, for both male and female students, are by far insufficient to accommodate the large and constantly growing demands made upon them. Our assembly hall, dining rooms, class rooms, are quite inadequate to measure up to the strain with which they are being taxed. During the session, we were forced, by reason of our large, anxious attendance, to conduct our daily devotional exercise, in three of the largest class rooms, in addition to the services being conducted, at the same time, in the assembly hall; give meals to sections or groups of the boarding students at a time, in our dining hall.

We need larger facilities and we are HOPEFUL, for, indeed, we can exclaim, "Hitherto hath the Lord helped us," as have our good friends, also.

We verily believe that God and our State will help those who help themselves, hence our efforts.

CONTRIBUTION

Under the above caption, in our catalogue of last session, the following is inscribed: "Teachers, graduates, students and a few friends have contributed toward our industrial building \$1,150.90."

It is extremely gratifying to be able to record, in this issue of our catalogue, that the amount reported, as stated in the foregoing, has been increased to \$2,127.50. The amount is deposited, at interest, in the savings department af the National Bank, Fayetteville. This said amount we hope may soon be sufficiently augmented to erect a much needed industrial building.

RELIGIOUS SERVICES

Sunday School is conducted each Sunday morning at 9:30 o'clock, in the school assembly hall. The International Lesson Helps are used. The teachers and boarding students attend. The regular instructors teach Sunday School classes.

In the afternoon of each Sunday the Y. M. C. A., Mr. J. J. Williams, President, and the Y. W. C. A., Miss Otelia Dowdy, President, hold meetings. These meetings are instructive and helpful.

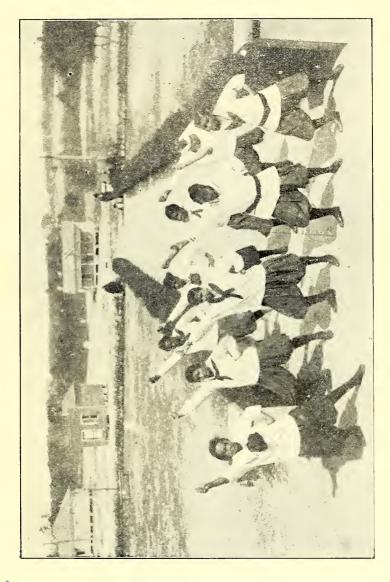
Song and praise services are conducted each Sunday evening from six to seven o'clock.

All of these services are attended by the instructors and boarding students, regularly and promptly.

The third week in January was observed by the school as week of prayer. The services, each night, conducted by Rev. H. G. Pope, one of the pastors in the city, consisted of song, prayer and praise and a short, pointed discourse, and continued an hour.

At the noon recess, each day, the teachers and students repaired to the assembly hall and spent ten minutes in earnest devotion, consisting in reading short scripture selection, song and prayer.

All these services were quite heartily entered into by teachers and students, who were edified, inspired and encouraged.





PHYSICAL EXERCISES

Physical vigor is an estimable asset in the struggle for an education. Impressed with the importance with this fact, we have striven to keep our students well and fit for the very best mental and physical effort.

We have encouraged and insisted upod the observance of the very best sanitary conditions possible. In spite of our over crowded condition and other handicaps with which we have been beset, we have gone steadily forward.

Much exercise in the open has been engaged in by the students—chiefly tennis for the females and baseball for the male students.

Mr. George Jones of Columbus county, who saw service over seas, and Mr. Emmitt McCollough of Edge-combe county, were president and secretary, respectively, of the Athletic Association, out of which grew two well trained baseball teams, which won standing in the Intercollegiate Baseball League of the State.

HEALTH IMPORTANCE

Wo hold that physical education is valuable not only to the student in school, but throughout life, and equally valuable to those who will come under his influence in after years. The disease and death rate among the colored people now so great can be greatly reduced by the diffusion of knowledge. We hope our students to be missionaries of sanitation and hygiene.

The health at the Normal School during the session has been excellent. While the schools of the city with the churches and other public places were closed for a period during the winter on account of the influenza epidemic, this institution continued in session without stopping a day or losing a single recitation by reason of the epidemic.

In case of serious illness parents or guardians will be notified.

EXPENSE

Board, (payable in advance) including fuel and	
light, per month of four weeks	\$9.50
Room rent per month of four weeks	\$1.00
Entrance fee	\$2.00
Washing per month for boys (girls do their own	
washing)	\$1.00

Music

Instrumental and Vocal

One lesson per week, one month—Piano	\$1.50
One lesson per week, one month—Organ	\$1.25
Use of piano per month	\$.50
Use of organ per month	\$ 25
Diploma fee	\$2.00
Certificate, Domestic Science	\$1.00
Certificate, Domestic Art	\$1.00

Students remaining at the institution during the institution during the Christmas holidays will be required to pay board.

Money paid for board will not be refunded except in case of protracted illness. Money sent in payment of school bills should be made payable to the Principal and not to the student, if student is a minor.

SUGGESTIONS TO BOARDING STUDENTS

Boarding students must provide themselves with bed linen, such as sheets, pillows, pillow cases, also suitable and sufficient covering, towels, etc.

Each student should have an umbrella, a pair of rubbers, thick-soled shoes, work aprons and work dresses if female and overalls if male.

Every article of wearing apparel, as well as bed clothes and towels should be plainly marked in indelible

indelible ink with the full name of the owner.

Each student will be expected to dress neatly but plainly. Expensive or showy dresses or suits of any kind will not be allowed.

STATEMENTS

Daily sessions, consisting in singing, reading scripture, and prayer, begin each morning at 8:40.

Instructors are required to be in their class rooms at 8:10 in the morning, at which time students are permitted to enter.

At the opening exercises, announcements are made and an occasional three or five mirutes talk is made by the Principal on some current topic.

Every student is expected to read the morning scripture lesson, with the teachers and Principal in concert.

Students are urged to enter school the first day of the session and continue regularly in attendance throughout the session.

Students must provide themselves with such textbooks as are required for use in the class in which they are placed. Failure to secure such text-books will render the student liable to be dropped from the class.

DISDIPLINE

Attention is called to the following regulations, and persons who think they cannot observe them are warned against coming to us:

- 1. Students on the institution roll who live at their homes are expected to observe, in general, the same regulations respecting conduct, deportment and habits of study as those living in the school buildings, and no persons who are minors will be enrolled as day students unless they live with their parents or guardians.
 - 2. Students absenting themselves from their classes

or from the school grounds, without permission, render themselves liable to discipline.

3. All students' rooms must be kept ready for inspection at all times. Occupants of any room are directly responsible for any improper conduct within, and for any damage done to the room or furniture while used by them.

4. Gambling, card playing, use of tobacco and intoxicating drinks, use of obscene language, visiting places of vice, and behavior not suited to the school's welfare are strictly prohibited.

5. No fire arms, gunpowder, or anything liable to endanger life or property, must be brought upon the grounds.

- 6. Any boarder desiring to leave the city or to absent himself or herself from the school over-night must first get permission from parents or guardians, then from the matron and President's office.
- 7. Girls must not leave the campus unless chaperoned by a teacher or someone named by the President and Matron. Boys must not leave the campus unless given official permission.
- 8. Any student violating any of the foregoing rules is subject to such discipline as the school sees fit to administer.

GENERAL REGULATIONS

The following regulations govern the school:

- 1. Pupils of both sexes are to be admitted, but no student from a distance will be allowed to board outside the school dormitories, except by special arrangement with the Principal.
- 2. Only pupils of good moral character will be admitted or retained.
- 3. No pupil will be admitted to the school **after the opening week**, except upon examination, which examination will cover the previous work of the class to which admission is sought. All such examinations and their result must be approved by the Superintendent.

- 4. No pupil will be advanced to a higher class except upon the satisfactory completion of the work of the preceding class. All tests and examination questions shall be first approved by the Superintendent, and no promotion to a higher class will be valid except approved by the Superintendent.
- 5. The school year shall consist of eight months of twenty school days each. No holidays except Thanksgiving Day, Christmas Day and New Year's Day shall be given. A Christmas recess not exceeding ten days may be given, but such recess shall not be included in the school year of 160 days.
- 6. Three unexcused absences or tardies during the year may cause any pupil to be suspended from school for the remainder of the year. The Principal will not accept any excuses for the tardiness or absence except the serious sickness of the student or his immediate family.
- 7. No substitute teacher shall be employed, except upon the approval of the Superintendent, and no student shall be permitted to teach any normal class.
- 8. All students who receive free tuition shall sign a pledge to teach two years in the colored public schools of the State.
- 9. The satisfactory completion of the work of the eighth grade of the Elementary school as set forth in the State Course of Study will be required for entrance on the work of the Normal Course of Study.

QUALIFICATIONS OF A GOOD TEACHER

- 1. Good health, good common sense, and sound judgment.
- 2. A thorough knowledge of the branches he proposes to teach.
- 3. Aptness to teach. He may be rich in knowledge, but it will be of little value to his pupils unless he has the skill of communicating it.
 - 4. Perfect self-control. He cannot govern others

when unable to govern himself.

5. Love for his calling. Any work is easily done when prompted by love. Whatever one does willingly, is no trouble.

EXAMINATIONS

Oral and written examinations of all the students will be held during the first week of each term, and public examination and exhibit annually, at the close of the session. Monthly tests will also be given.

SOCIETIES

The Normal and Smithsonian Literary Societies which meet Friday evening of each week, and the Y. M. C. A. and Y. W. C. A., which meet weekly, are societies formed among the students and subject to their own control, under the supervision of the teachers. They are excellent means for drill in parliamentary usages and business habits.

TUITION

Tuition in the Normal School is free to those who intend to teach in the colored public schools of North Carolina. Those who do not intend to teach must pay \$1.00 per month tuition. The school is sustained for the purpose of training teachers for the elementary public schools. It is only just and right that those who take advantage of the school and who do not intend to teach, shall pay the tuition charge.

Special attention is called to the expenses of the school. All students must pay the annual fee of \$2.00 before they can be registered.

All students are required to give one hour's service to the school each day, or its equivalent.

Students must pay for any damage to furniture or

buildings resulting from carelessness.

The school year consists of eight months of four wees each. No student who is behind on the books for more than 15 days will be admitted into the dining hall or classes, except by permission obtained at the Principal's office.

NORMAL DEPARTMENT

This department of the institution is being made more and more a real Normal School. It is designed to prepare teachers for the public schools of the State. The course of study has been raised two years. It now includes practice work, under the critical eye of a trained and experienced instructor in Education and Pedagogy.

Three things especially are undertaken in this department:

- 1.—Grounding the student in the common school branches with special reference to teaching these subjects;
- 2.—Acquainting him with the most approved facts of the history and science and art of education;
- 3.—Illustrating in the model school for the benefit of the young teacher the facts thus learned.

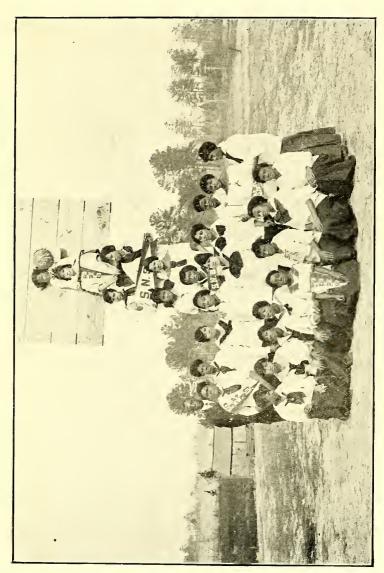
Our constant effort is to give the students such a well rounded culture of head, hand and heart as should ever enable the industrious and conscientious teacher to do his best in assuming and discharging the weighty responsibilities of his great calling.

It is the purpose of the management to make this department of the Institution more and more professional, bringing it up as rapidly as possible to the grade of the standard normal schools of the country.

It is proposed under the supervision of the representatives of the State Department of Education, to give the State a real Normal School—such as will command the respect of the promoters of Educational Science and practice at home and abroad.

This department offers courses in sewing, cooking, laundry work, domestic economy, etc., for girls; carpentry, poultry raising, agriculture(including dairying) for boys.

The institution owns a horse and wagon, cows, hogs and farming utensils. Stress is laid upon gardening and farming, since the large majority of those who receive their training in this institution will teach in communities where farming will be the work of those interested in the school. From the school farm feed-stuffs for the stock are grown, and from the garden vegetables are furnished the Boarding Department.





COURSE OF STUDY

FIRST YEAR

I. English:

- a Literature: Selections from Riverside Literature.
- b High School English, Brubacher and Snyder Book L
- c Practical Exercises in Written English.
- d Spelling: Chase, Williams and Griffin.

II. Mathematics:

- a Milne's High School Algebra to Quadratics.
- b Practical Arithmetic, Cook and Cropsey.
- III. Science: Tarr's Physical Geography.
- IV. History: Myer's General History.
- V. Latin: Gunnison and Harley-Beginner's Book.
- VI. Drawing: Book VII.

VII. Vocal Music:

Required subjects: English, Mathematics, Latin, Science, History.

Elective subjects: (elect one).

Agricultural or Manual Training for boys; Household Economics for girls.

SECOND YEAR

I. English:

- a Literature: Pace's American Literature, with Reading's alternating with English Classics.
- b Composition and Rhetoric: Hitchcock's.
- c Practical Exercises in Written English.
- II. Science: Commercial Geography-Robinson.
- III. History: Myer's General History-Completed.

IV. Latin:

Review the work of the previous year-Caesar's Commentaries.

Selections); Bennett's Caesar, and Bennett's Latin Grammar.

V. Mathematics.

Milne's High School Algebra, completed. Business Arithmetic and Bookkeeping.

VI. Vocal Music.

- VII. Pedagogy.
- VIII. Economics and Social Studies.
- IX. Drawing: Book VIII.

Required Subjects: English, Mathematics, Latin, History.

Elective Subjects: Pedagogy (including Social and Economic Studies), Science, Agriculture, or Manual Training, for boys; Household Economics for girls.

THIRD YEAR

- I. English College Requirements in English.
- II. Latin: Caesar's Commentaries.
- III. French.
- IV. Mathematics: Wentworth's Plane Geometry.
- V. History: English History.
- VI. Science: Physics: Culler's First Book.
- VII. Pedagogy.
- VIII. Economics and Social Subjects:

Required Subjects: English, Mathematics, Latin, Science, Pedagogy, alternating with Social and Economic Studies.

Elective Subjects: History, French, or Spanish, Agriculture or Manual Training for boys; Household Economics for girls.

FOURTH YEAR

- I. English College Requirements in English.
- II. Science: Chemistry.
- III. Latin: Virgil's Aeneid. Prose Composition.
- IV. French.
- V. Mathematics: Plane and Solid Geometry.
- VI. History: Review.
- VII. Pedagogy.
- VIII. Economics and Social Studies:

Required Subjects: English, Mathematics (Plane Geometry),

Latin, Science, Pedagogy, alternating with Social and Economic Studies.

Elective Subjects: Mathematics (Solid Geometry), French or Spanish, History, Agriculture or Manual Training for boys; Household Economics for girls.

MUSIC

1. Vocal Music. This is required of all students in the Normal Department. These receive such elementary instruction as is needed, and the more advanced have history of music and practice in chorus singing. An advanced chorus meets twice a week throughout the year.

Instrumental Music. Instruction in piano and organ is given. An effort is made to suit the instruction to the needs of the individual pupil. In general, the Elementary Course includes a thorough foundation in technique, with selected studies and sonatinas, and easy pieces by classical and modern composers. The advanced course continues the study of technique, including major and minor scales of various forms, arpeggios and chords, etudes and studies. Greater attention is given to such composers as Mendelsohn and Bethoven. Private recitals are given at intervals and public recital is given at the close of the year.

JUNIOR HIGH SCHOOL

Reading: Selections from Riverside Literature for Eighth Grade, Review of Stories for Supplementary Reading in Primary Grades.

Grammar: Reed & Kellog, Higher Lessons in English completed.

Spelling: Reed's Word Lessons.

Writing: Palmer Method.

Arithmetic: Milne's Progressive, Third Book, completed.

Civil Government: Peele's.

Physiology: Culler's Book III, Fall; Agriculture, Hill, Spring Term.

History: United States History, Current Events from Newspapers, Magazines, etc.

Drawing: Book Six.

PREPARATORY DEPARTMENT

SIXTH GRADE

Reading: Selected Parts of Riverside Sixth Reader and Sixth Year Language Reader. Classics to be selected.

Grammar: Reed & Kellog, Higher Lessons in English completed.

Spelling: New World Speller, Grades 4 to 7; Webster's High School Dicitionary.

Writing: Palmer Method.

Arithmetic: Milne's Progressive Arithmetic, Second Book, completed.

Geography: Tarr and Murray's New Georgraphy, Second Book, to South America. North Carolina Geography.

History: Hill's North Carolina History.

Sanitation: Ritchie's Primer of Sanitation, completed.

Drawing: Book Four.

SEVENTH GRADE

Reading: Courtship of Miles Standish; Evangeline; Riverside Seventh Reader; others to be selected.

Grammar: Reed & Kellogg's Higher Lesson in English.

Spelling: Reed's Word Lessons.

Writing. Palmer Method.

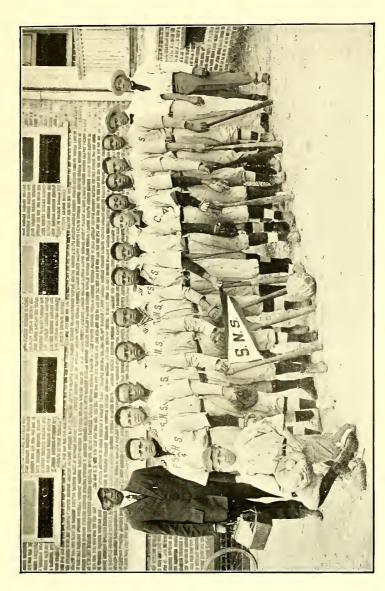
Arithmetic: Milne's Progressive Arithmetic, Third Book, to page 247.

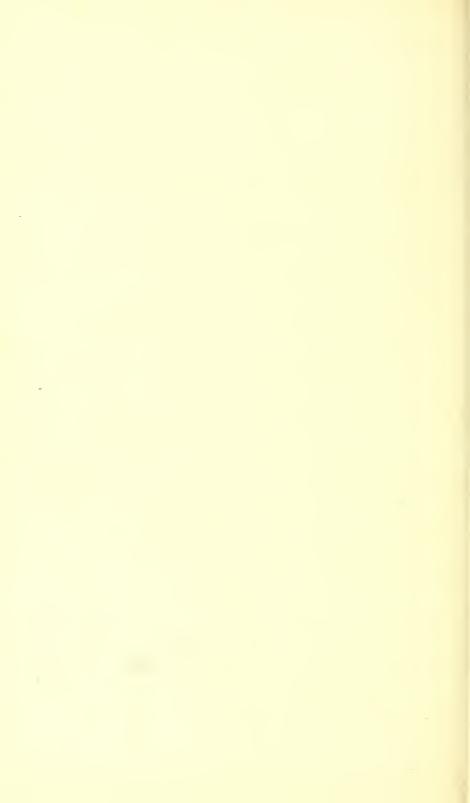
Geography: Tarr and McMurry's New Geography, Second Book, completed. North Carolina Geography, completed.

History: Our Republic, completed; Hill's North Carolina History, completed.

Physiology: Ritchie's Primer of Physiology, completed.

Drawing Book: Book Five.





THE MODEL OR PRACTICE SCHOOL

The one essential feature in a well regulated Normal School is a properly conducted model school. It is the pedagogical laboratory in which the student-teacher observes the working of the childmind and applies the knowledge thus gained in carefully planned teaching acts.

Our model school will not consist of a few pupils selected for this special purpose, but will be a well organized graded school, including the first four grades of the elementary school. The management and instruction will be under the immediate direction of an experienced teacher. This will insure a practical as well as a pedagogical training for our students.

Thus it will be seen that the model school is to perform two distinct but relative functions: It will be used as a Model School for the observation of expert teaching, and as a Practice School for Seniors, who serve an apprenticeship as actual teachers.

The Seniors will be required to devote one hour a day to this work.

Courses will be given in special methods of teaching reading, language, arithmetic, geography and nature study. The principles taught will be deducted from class-room teaching. Typical lessons will be observed and discussed from time to time. The lesson topics will be chosen with reference to their concrete application to principles of teaching. The aim is to give the students preparing to teach such professional equipment as shall enable them to go into the public schools of the State and teach acceptably and well; teach the branches required by law to be taught in the free public schools, in a strong way.

OUTLINE COURSE OF STUDY IN THE PRACTICE SCHOOL.

FIRST GRADE B

Reading: Playmates Primer (Wide Awake Primer), Wide Awake First Reader, Supplementary Readers.

Language: Conversation Work, Oral Reproductions, Correcting Errors of Speech, Copying Sentences.

Spelling: Words from Readers and New World Speller.

Writing. Writing on a blackboard and on ruled paper, Palmer Method.

Arithmetic: Incidental Number Work.

Geography: Nature Work.

History: The Fairy Story and the Myth are the child's first history stories. The first grade reading, may therefore, be considered the first work in history.

Physiology and Hygiene: See "Manual of Physiology and Hygiene in Primary Grades," and N. C. Education Bulletin VIII, pages 142-14.

FIRST GRADE A

Reading: Haliburton Primer, Wide Awake First Reader, Summer's First Reader, Progressive Road to Reading Book One, Child Life's Second Reader.

Language: See Course of Study and First Grade B.

Spelling: See Course of Study and First Grade B.

Writing: Palmer Method.

Arithmetic: See Course of Study and First Grade B.

Geography: See N. C. Educaitonal Bulletin VIII, pages 42-44.

History: See N. C. Educational Bulletin VIII, pages 120-132.

Physiology and Hygiene: See First Grade B.

Drawing: Book One.

SECOND GRADE B

Reading: Progressive Road to Reading, Book One; Gordon Second Reader, Book Two; Free and Treadwill's Second Reader.

Language: Oral Reproduction, Correcting Errors of Speech, Copying Sentences and letters.

Spelling: New Word Speller, Grades 1 to 3.

Arithmetic: Addition and Substraction.

Geography: Lessons on Plants, Animals, Water, Air, Heat, Light, Time, etc. See Course of Study.

History: See North Carolina Educational Bulletin VIII.

Physiology and Hygiene: See "Manual of Physiology and Hy-

giene, Primary Grades," and N. C. Educational Bulletin VIII, pages 142-147.

Writing: Palmer Method:

Drawing: Book One.

SECOND GRADE A

Reading: Child Life Second Reader, Second Year Language Reader, Howe's Second Reader, Gordon Third Reader, Progressive Road to Reading Book Three.

Language: See Course of Study and Second Grade B.

Spelling: New Word Speller, Grades 1 to 3.

Arithmetic: Addition and Subtraction.

Geography: See Course of Study.

History: See Course of Study.

Writing: Palmer Method.

Drawing: Book Two.

Physiology and Hygiene: See "Manual of Physiology and Hygiene in Primary Grades," and N. C. Educational Bulletin VIII.

THIRD GRADE.

Reading: Gordon's Third Reader, Merrill's Third Reader, Howe's Third Reader.

Language: Oral and Written Reproduction, Letter Writing, Dictation, Capitalization and Punctuation.

Spelling: New World Speller, Grades I to III.

Writing: Palmer Method.

Arithmetic: Addition and Subtraction, Multiplication and Short Division.

Geography: Direction, Surface Features, Drainage, Springs, Brooks and Rivers, Air around the Earth, Food, Clothing, Shelter, Fuel. See Course of Study.

History: Oral Stories of Washington, Franklin, Lee, etc.; Bible Stories; Fairy Tales, Myths, etc. See Course of Study.

Physiology and Hygiene: See "Manual of Physiology and Hygiene in Primary Grades," and N. C. Educational Bulletin VIII.

Drawing: Book Two.

FOURTH GRADE

Reading: Baldwin's Old Stories of the East, Progressive Road to Reading, Fourth Reader Graded Classics No. 4, Fourth Year Language Reader.

Language: Modern English, Book One, to page 109; Dictation, Composition, Letter Writing.

Spelling: New World Speller, Grades 4 to 7, Webster's Common School Dictionary.

Writing: Palmer Method.

Arithmetic: Milne's Progressive Arithmetic, First Book,

Geography, Tarr and McMurray's New Geography, First Book; N. C. Geography. See Course of Study.

History: N. C. Colonial Stories: Exploration and Discovery.

Physiology and Hygiene: Tuberculosis and its Prevention; "Suggestions to Teachers Regarding Medical Inspection," etc. See Course of Study.

Drawing: Book Three.

FIFTH GRADE

King Arthur and his Knights: Fifth Year Language Reader; Stepping Stones to Literature,

Language: Modern English, Book One, Completed.

Spelling: New World Speller, Grades 4 to 7, Webster's Common School Dictionary.

Writing: Palmer Method.

Arithmetic: Milne's Progressive Arithmetic, Second Book, Completed.

Geography: Tarr & McMurray's New Geography, 1st Book, Completed.

History: Connor's Makers of North Carolina History, and Chandler's Makers of American History, Completed.

Hygiene: Ritche's Primer of Hygiene.

Drawing: Book Three.

INDUSTRIAL DEPARTMENT

There is a greater awakening in favor of efficient manual service than ever before. Therefore a knowledge of the theory and practice of hand work is necessary for the young people who are oging out into the world expecting success to crown their effort. These departments having been equipped, will be improved, from time to time, and at the head of each will be placed an efficient instructor.

AGRICULTURAL WORK

There is no industry in the South that is receiving more attention than Agriculture. The progressive leaders are realizing more and more fully that by developing this industry they are opening the door to the greatest source of human independence and comfort.

While this is not an agricultural school, in a technical sense, yet special attention is given to the training of students in such branches of Agriculture as will enable them to teach the subject in rural schools and put a knowledge of it into practice on their own farms.

Special stress is laid upon the teaching of growing Legume crops, for the restoring of nitrogen; rotation of crops; raising improved farm animals and poultry; care of orchards, and practical farming.

There are kept at the school Rhode Island Reds and common chickens; registered Duroc Jersey hogs.

There are also Jersey cows and some Jersey and Holstein grades of cows kept at the school. These are kept for observation, study and comparison of breeds, and also for the purpose of learning how to properly care for and feed stock. This department, too, will be improved.

PRACTICAL HORTICULTURE

Care of the Campus:

The student is given actual practice in the management and caring for the campus, such as growing shrubbery, roses, hyacinths, tulips and other flowers. Fort First and Second Year, Lectures, Fall Term.

Small Fruit:

Latest methods of propagation, cultivation, spraying, pruning and preparation of the soil for all classes of small fruits are freely discussed.

For Third Year-Winter Term, Text, Fuller.

Practical Botany:

Such subjects as how plants feed from the soil and air; the effects of light, heat and moisture, plant diseases and remedies are

discussed in the most practical way. Also the different kinds of plants, such as mosses and lichens, yeast and fungi are discussed. Fourth Year, Spring Term, Text, Elementary Botany (Bailey).

Farm Management:

Special emphasis is laid on the selection of a farm, the advantages of proper location, planning and equipment. Farm accounts and the cropping system are freely discussed, given both by recitation and lectures. Fourth Year, Winter Term, Text, Card's Farm Management.

Farm Crops:

This subject is made clear by recitations, lectures and actual practice on the farm. The origin, production, seeding, cultivation, harvesting and marketing are discussed in the most practical manner, also the preparation of soils, value of Fall plowing; rotation of crops is clearly set forth. Third and Fourth Year, Spring Term.

MECHANICAL WORK

COURSE OF INSTRUCTION

This course consists of house carpentry, cabinet making, wood turning, and includes the drawing of plans, etc. The course embraces a variety of bench work which brings into use all the tools commonly used in the trade. When a certain proficiency is reached we erect a house in or outside the work shop—and each boy has an opportunity to apply what he has learned in house construction. There is also a large number of tables, cabinets, book cases, etc., that have to be made every year which gives employment to the student in cabinet making.

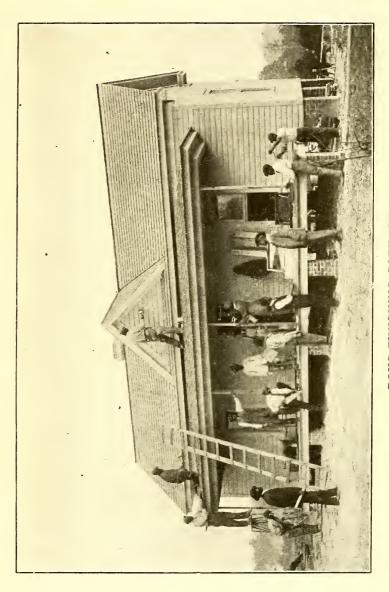
Our shop is equipped with the latest and best machines, such as the planer, band saw, universal rip saw, power grindstone and lathe. This machinery is driven by electric motor.

MECHANICAL DRAWING

The drawing is arranged with a view to giving the student a general knowledge of working drawings, preparing him to read these intelligently, cultivating his ability to make working drafts, plans, elevations and selections of tools, buildings, wagons and other work along the line of his trade, and to build according to the same.

RURAL MANUAL TRAINING

This course is designed to enable all graduates to meet the common problems of repairing the school house, etc., and instructing their students in the use of tools; making useful articles for home use and the repairing in general of the home and the community. Working drawings for the articles and the execution of the various patterns are carried out in wood with the use of as few tools as possible and on as condensed theory scale as practical.





Course in Manual Art

SEVENTH GRADE

- 1. Names and uses of tools and apparatus.
- 2. Sharpening and setting tools for work.
- 3. Care of the shop and apparatus.
- 4. First ten models in manual training completed.
- 5. Drawing and sketching.

EIGHTH GRADE

- 1. Advanced models in manual training.
- 2. Mechanical drawing.
- 3. Sketching and making simple pieces of houseware.
- 4. Practical repair work, etc.

NORMAL DEPARTMENT

FIRST YEAR

- 1. Mechanical Drawing.
- 2. Care and Use of Machinery.
- 3. Wood Turning.
- 4. Use of Stains, Varnishes, etc.

SECOND YEAR

- 1. Architectural Drawing.
- 2. Blue Printing.
- 3. Making Simple Pieces of Furniture.

THIRD YEAR

- 1. Making Pieces of Furniture from Original Designs.
- 2. Lectures on Building Sites, Building Superintendence and Building Inspection.
 - 3. Further Work in Furniture Making.

FOURTH YEAR

- 1. Mechanical and Architectural Drawing reviewed.
- 2. Shop Management and Superintendence.

DOMESTIC SCIENCE DEPARTMENT

The most profitable, the most interesting study for women is the home ,for in it centers all of the issues of life.

The main object of this department is to teach system dispatch and practical knowledge. To make home-making an inspiring profession and to show that it is a science that calls for woman's best efforts, but not her whole existence. To show that the good cook holds the key to a happy home, and that the woman who is trained in the art of cooking has every advantage.

Each girl is required to provide herself with a large white apron which should cover her whole dress, two towels, sleevelets, note book and a pot holder for this department.

Students can make these things in the sewing room, if they do not understand how to make them at home.

TEXT BOOKS

FIRST AND SECOND YEARS

Elements of the theory and practice of cooking by Williams and Fisher.

Government pamphlets.

THIRD AND FOURTH YEARS

Foods and household management by Kinne and Cooley.

REGULATION UNIFORM

Large white aprons with bibs, sleevlets, white cap, hand towels, holders for handling cooking utensils.

REQUISITES.

Notebook, pen and ink.

SEVENTH GRADE

Sequence. The Meal. The Home. Study of air, firemaking, fuel, the regulation of drafts, care of range, economical use of fuel, measurements and their equivalents, stand measures, accuracy in

measuring. Proper methods of working in kitchen, cleanliness, neatness and accuracy of work. Dish washing, care of kitchen linen and equipment. Practical canning and jelly making. Practical work in preparation, cooking and serving of the following classes of food; tea, cocoa, chocolate and coffee, cereals, fruits, starches, quick breads, yeast bread, soup and stock, ream soup, study beef creature, cuts of meats, principles of cooking tough and tender cuts, of eggs, milk (care and handling to prevent contamination), use of left over food, simple salads (dainty and attractive service), gelatine deserts, plain pastry, fruit pies; cookies and simple candies; planning, preparation and serving a breakfast to a family of six, cost, combinations, sandwiches, macaroni and cheese, freezing lemon or orange ice. Laundrying table linen; setting a tray, care of sick room to prevent spread of disease, making a bed, simple furnishings and attractive decoration, and arranging furniture for bedrooms. Cleaning and class party.

EIGHTH GRADE

Sequence: The Meal, The Home.

Continuation of canning of fruits and vegetables, preserving fruits, serving of fruits for meals, study of the structure and care of sick, variety in preparation and serving vegetables, uses of left-overs, preparation of inexpensive luncheon dishes, escalloped dishes and meat substitutes. Review cooking of classes of food of seventh grade—study food principles, food sanitation, water and milk supply; cream dishes on toast, cooking of dried foods, beans, peas. fruits casserole cookery, vegetables, salads, boiled and French dressing, steaming and leavening, suet pudding, comparison, review, breakfast, planning luncheon, marketing, preparation and serving, stew and soups, source and use of gelatine, small butter cakes, simple icing of cakes, frying doughnuts, making window boxes, care of house plants, house cleaning, ventilation, making and stocking a school medicine chest, how to care for emergencies.

Freezing sherberts, class party.

FRST YEAR NORMAL

Sequence: The Meal, The Home.

Pickling, sweet and sour pickles, use of dried fruits in making pickles.

Preservatives—Home Products versus Commercial. Jellies and jams. Study commercial methods of preserving foods, cost. Study of dining room equipment, simplicity (efficiency in arrangement) and harmony in furnishings; care of linen, brass, silver, glass, wood. Quality of cleansing materials. Pastry, meringues, loaf cake, variations of butter cake, icings. Study foods in relation to

special needs.

Menu making, varied use of cranberries. Thanksgiving dinner, marketing for Thanksgiving basket to be sent to the poor; cost.

Practical work in sandwiches, hot and cold desserts, fancy bread, meats, fish; serving breakfast, dinner and supper at a limited cost. Steaming, friccassee chicken, frying fritters, left-overs, Soap making. Treatment of wounds and bleeding, bandaging.

Plan picnic lunch baskets. Study of industries—milk, butter and cheese. Care of garbage can and refrigerator. Review. Making of baking powder and yeast. Buns. Easter dinner, color scheme, principles of house furnishings. Frozen custards. Class reception.

SECOND YEAR NORMAL

Sequence: The Meal, The Home.

Home and food sanitation. Menu making and table service continued. Special problems: Simple facts of physiology emphasized. More advanced practical work in, salads, salad dressings, and accompaniments, batters and doughs, soup, hot and cold desserts, ices, candies, fancy omelets, cakes and icings (sponge cake). How to cook choice cuts of meat, study of hog, cuts and ways of preparing. Marketing, study of prices and sanitary handling of foods, buying in bulk or small quantities. Special attention to school children's lunches, packing lunch boxes, desirable foods. Care of home and invalid cookery. Class reception, emphasized on harmony, etiquette, service, preparing for a large number and cost.

THIRD YEAR NORMAL

Sequence: The Meal, The Home.

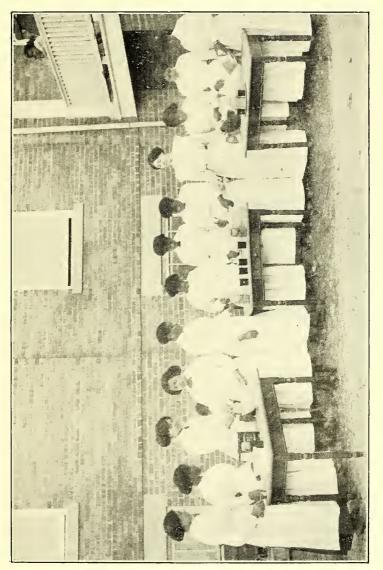
Practical work along the lines of previous years. Dishes of more complicated nature prepared. Problems worked out by students independently. Application of principles learned. Cooking in quantities, breads, desserts and special orders for dining hall. Emphasis on care of the home, house furnishings and personal hygiene. Study of food principles, their source, composition and food value. Brief study of digestion, absorption, circulation, exertion and storage. Emphasizing relation of food, its preparation to health.

Study of fireless cooker (conservation), holiday festivities, preparation and sale of suitable foods, fruit cakes, candies, etc. Study of commercial cleansing solutions and preparations of cleansing solutions.

FOURTH YEAR NORMAL

Sequence: The Meal, The Home:

Advanced cookery with due attention to possibilities of the field for a livelihood. Lunch room cookery, ideas for conducting an exchange, preparing foods in quantities, marketing to best ad-





vantage, care of food supply in the home, butter substitutes. Study of receipts with attention to substitution and adjustment. Sanitary and attractive display of foods. Adulterations—home products versus commercial products. Study of cleaning materials, effects on various metals. Practice in useful demonstration for general teaching. Farmers' Institutes and Women's Clubs.

Selection of homes, what to look for, environment, disposal of

waste, plumbing, etc.

Furnishing the home, simplicity, durability, cost. Machinery in the home, labor saving devices, marketing and accounts; care of sick room, guarding against contagion. Infants' care and feeding. General review. Treatment of household pests; washing blankets; planning marketing, preparing and serving formal dinners to officials. (This is to be done independently by students.)

DOMESTIC ART DEPARTMENT

The department of Domestic Arts, including plain and fancy sewing, dress making and handicrafts is designed to give the girls a thorough knowledge of the fundamental principles of the useful arts, and to prepare efficient teachers in these branches of industry.

A carefully graded course in sewing is given, commencing with the seventh grade and extending through the fourth year normal class.

After having done the work of the regular course, girls wishing to receive certificates in dressmaking may specialize during their Junior and Senior years.

SEVENTH GRADE

- 1. Instruction—Cleanliness of hands, nails and sewing aprons. Position in sewing, size of needles, length of thread, use of thimble and position of scissors.
- 2. Stitches—Basting, running, overcasting, stitching by hand, overhanding, hemming, etc.
- 3. Articles made—Sewing bag, apron and simple pieces of underwear.
 - 4. Material-Soft bleached muslin.

EIGHTH GRADE

- 1. Instruction-Review of first year's work.
- 2. Advadced stitches and seams, French fells, flat fells gathering, hemstitching, mitered corners on hems, etc. Plackets and cacings, study of cutting and joining a bias fold, how to cut a true pias. Use and care of machine. How and when to oil machine.
- 3. Articles made—Simple underwear, darning, patching, aprons and house caps.

FIRST YEAR NORMAL

- 1. Instruction—Correct use of patterns. How to take simple measurements; apply to pattern. Cut and fit a plain waist; children's clothes; button holes and sewing on buttons; matching stripes, checks, etc.
- 2. How to manipulate a machine, names of parts, names and uses of attachments.

3. Articles made—Suit of trimmed underwear, plain house dress, fancy waists.

SECOND YEAR

1. Continuation of measurements, cutting garments by measurements taken, making skirts, shirtwaists and shirts. Study of embroidery, fancy stitches, crocheting, study of different figures, kind of lines for small and large women. Becoming costumes. Calculations for number of yards required for costumes for different sized women. Economy in cutting.

THIRD YEAR

1. Drafting patterns. Cutting and fitting reviewed, and continued. Making out estimates for different costumes, designing a street dress and making same.

FOURTH YEAR

1. Drafting—General knowledge of all kinds of sewing, cutting and making costumes. Study of colors suitable to different complexions. Cutting and making graduating dresses.

SPECIAL COURSE

This is a two years' course for girls having done the graded work given above and who wish to receive certificate in dress making.

- 1. Advance theory and color study given on draped paper models.
 - 3. Fancy lingerie dresses.
 - 3. Shirred, smocked and beaded dresses.
- 4. Practice in making by hand and machine elaborate evening dresses.
 - 5. Tailored coat suits.

HANDICRAFT

Work in raffia, reed, pine straw, etc., is given the Junior and Senior girls that they may be able to teach it in primary and elementary schools.

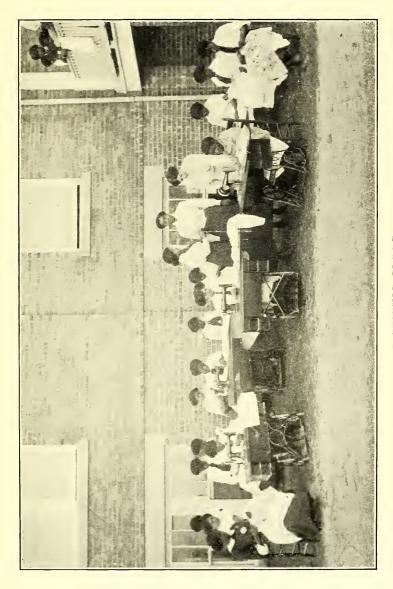
The following course is given.

- 1. Shuck work, napkin rings, baskets, picture frames and foot mats.
 - 2. Raffia wrapped articles.
 - 3. Raffia knotted bags.
 - 4. Raffia braided belts, hats, bags, etc.
 - 5. Pine straw baskets, trays, vases, etc.

6. Reed work:

- (a) Round reed mat using single weave.
- (b) Round reed basket using single weave.
- (c) Round reed mat using double weave.
- (d) Round reed basket using double weave.
- (e) Triple weaving done on large baskets.
- (f) Oblong reed mats.
- (g) Oblong reed baskets.
- 7. Sewed Basketry—Mats and baskets made of raffia and rattan using coil, knot, figure 8 and lazy squaw sitches, working in fancy designs with colored raffia.

Handicraft and primary sewing is taught in model school by Senior girls. Senior girls are required to take courses in hand sewing sitches planned for fourth, fifth and sixth grades.





DEPARTMENT OF SCIENCE

FIRST YEAR-NORMAL

Introduction to Science.

The course is to start students upon a systematic study of the useful branches of science, and to present scientific projects that will be useful in the student's present life. Text, Clark's "Introduction to Science.

SECOND YEAR-NORMAL

Biology-See courses in Agriculture.

THIRD YEAR—NORMAL

Physics—This course is to teach the student the elementary laws and principles of Mechanics, Sound, Heat, Electricity and Light. Emphasizing more those principles which can be applied in the present or future life of the student. Besides the classroom work students are required to do enough other work to impress these principles upon their minds.

FOURTH YEAR-NORMAL

Chemistry.

This course is to give the student a thorough working knowledge of elementary chemistry. The theory of chemistry is introduced little by little each day as needed. The course is based on an exhaustive study of the experiments themselves, the student obtaining as many facts as possible concerning the material of each experiment. During the third term, the student makes a study of the analysis of food and detection of adulterants.

PHYSICAL GEOGRAPHY

This course treats of the earth at its present stage of existence, the changes which are constantly taking place on the surface of the earth and the forces which have caused these conditions and are causing the constant changes.

We plan to offer a Business Course which has for its object the training of the mind and hands along practical lines.

ENGLISH

I—A and B Preparatory—English Grammar and Composition. The work in Grammar consists of a thorough review of inflection, syntax and prosody, and special emphasis is placed upon the analysis of the sentence. Tri-weekly exercises in composition are required and special attention is paid to accuracy.

II—First and Second Year Normal—Composition and Rhetoric. In this course the emphasis is put primarily on sentences and paragraph structure and the plan or outline of the composition, and secondarily on style. Written work required at least three times a week.

III—Third Year Normal—Composition and English Literature. This course offers a study in English Literature in connection with frequent themes for practice in composition.

IV—Fourth Year Normal—American Literature—This work is an advanced study in American poetry with parallel reading in both prose and poetry; also a study of the history of American Literature.

V—Fourth Year Normal—Teacher's Grammar—A thorough review of English inflection and analysis, syntax and prosody; a brief survey of the history of the English language and its formation.

EDUCATION

PSYCHOLOGY

This course is to present the latest ascertained facts of physiological as well as introspective Psychology. We attempt as far as possible to bring the facts home to the students, by finding illustrations of each psychic phenomena in some present or past act of the student's life. The chief object of the course is to make better teachers by training students to interpret mental states.

II. Pedagogy—An outline method will be used in this subject, the purpose of which will be to give the students a thorough understanding of the principles of education from the standpoint of the teacher. Among the topics studied are Principles of Teaching, Processes, Conditions, Devices, Art of Securing Attention.

III. Method—Work in this course prepares students to teach in grades from first to eighth. It includes the study of type lessons, plan making and the demonstration of methods with classes of pupils in the various grades.

IV. School Management—The purpose of this course is to study the fundamental problems of school work. Among the topics discussed are "The Personality of Teacher," "The Teacher's Preparation," "Organization and Classification," "The Government of the School," etc.

V. Practice Teaching—This course provides for one year of actual teaching under supervision. The thorough preparation of the lesson, and the making of plans for every lesson taught are required.

VI. Child Study—The purpose of this course is to secure for the student knowledge of the development of the child's mind.

MATHEMATICS

- I. Arithmetic— general review of the subject, especially emphasizing fractions and those things bearing directly on practical life.
- II. Elementary Algebra—This class is given for four fundamental operations, factoring, fractions and simple equations.
- III. Advanced Algebra—The work begun in the first year is here completed, simultaneous equations, graphic solutions, involution, evolution, theory of exponents, radicals, quadratic equations, inequalities and the binominal theorem.

THIRD YEAR

IV. Geometry—Reasoning, not memory is developed, special emphasis being put on exercises and originals.

FOURTH AND JUNIOR YEAR

V. Teacher's Arithmetic—This course serves as a review of arithmetic, from the teacher's point of view, discussing methods, forms, etc.

HISTORY

FIRST YEAR

General History throughout the year.

Outline work and students required to make researches in library on topics. Frequent review and written lessons.

SECOND YEAR

Industrial History (throughout the year).

Outline course with lectures.

The industrial development of the nation since the 16th century and its place in the industrial world.

A careful survey of Negro History is included to show their struggle and development.

No text. Current news reports weekly.

FOURTH YEAR

Fall Term. Civil Government. Text, Garner's Government in the United States. The course is to be based on lectures, outlines, researches, supplemented by frequent written lessons.

Winter and Spring Terms. United States and North Carolina History reviews.

ROLL OF STUDENTS

NORMAL DEPARTMENT

FOURTH YEAR

Boone, ColonCumberland
Cogdell, IdaCumberland
Elliott, EllaCumberland
Elliott, MaggieCumberland
Morrison, Neil
Wilson, SophroniaSouth Carolina

THIRD YEAR

Barnes, Alexander	Johnston
Brewington, DaisyCu	mebrland
Caple, Nathaniel	Anson
Dowdy, Otelia	Moore
Everett, Esther	.Robeson
Freeman, WalkerCu	mberland
McIntyre, AlexanderCu	mberland
McLauchlin, Geneva	Hoke
Mitchell, IreneCu	mberland
Mitchell, SarahCu	mberland
Patterson, Mozelle	Lenoir
Reeves, John HCu	mberland
Royal, Nathan	Sampson
Saunders, James	Johnston
Taylor, MarionCu	
Torry, EstellaCu	
Wall, Della	Johnston
Wall. Marv	Richmond
Williams, Mary	Bertie

SECOND YEAR

Armstrong, EugeneCumberla	and
Black, IolaHarr	ett
Blackmon, MarionCumberla	and
Blue, WillieBlae	den

Bowman, Willie	Moore
Brown, Ruth	
Dockery, Beulah	Richmond
Ellerbe, Ida Mae	Richmond
Elliott, Maggie	Harnett
Hoskin, Mary	Cumberland
Hudson, Marcella	Bladen
McIntosh, Susie	Scotland
McLendon, Jessie	Richmond
Parker, Elizabeth	Lenoir
Quick, Blanche	Richmond
Stanford, Mary	Onslow
Timbers, Mattie	Richmond
Williams, Dewey	South Carolina

FIRST YEAR

Al / T
Alston, James
Ancrum, Carrie
Armstrong, Charlie
Bethea, Nettie
Brown, Beatrice
Brown, LeonardCumberland
Caple, Laura EAnson
Darden, CrettieDuplin
Davis, MaggieDuplin
Davis, MacieDuplin
Dunn, EuniceJohnston
Evans, Maggie
Hannah, MableVirginia
Harris, Doctor
Harris, OdessaGuilford
Hoover, WalterGuilford
Jeffreys, MamieJohnston
Johnson, Ellen
Jones, George WColumbus
McCullough, Emmett
McIntosh, Bessie
McKoy, Clarenda
McKoy, Florrie
McKenzie, William
McLeod, Alice
Martin, Manilla
Mitchell, John
Mitchell, Walton
Parker, Atwood
Coldmbds
Perry, MargaretCumberland

Poston, Marie	South Carolina
Sawyer, Esther	Cumberland
Southerland, Maggie	Scotland
Thomas, Georgie	New Hanover
Thorpe, Elizabeth	Edgecombe
Walker, Fannie	Vance
Williams, Viola	South Carolina

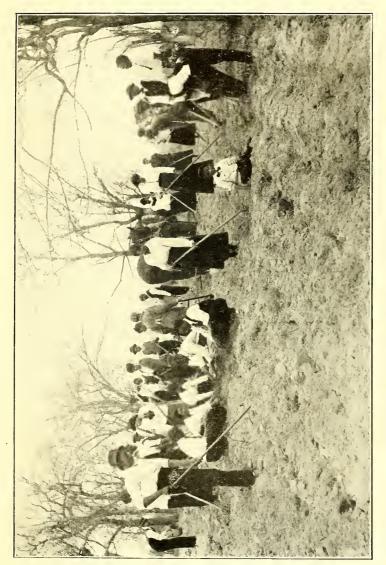
JUNIOR HIGH SCHOOL

Allen, Early Mae	
Alston, Jesse	
Alston, Pearl	Franklin
Alston, Robert	Vance
Armfield, Alice	Virginia
Armstrong, Lillie	Cumberland
Baker, Rutha	Lee
Barnes, Armelia	Cumberland
Bayne, Eleanor	Cumberland
Billips, Alice	Cumberland
Billips, Allean	
Bishop, Mary	
Blue, Joshua	Bladen
Butler, Berta	Montgomery
Butler, Ethel	Sampson
Bryant, Odessa	Cumberland
Caple, Roethel	Anson
Cogdell, Walter C	Robeson
Cooper, Ruth	Duplin
Crumpler, Rosa	Robeson
Crump, Annie	
Curry, Hattie	Sampson
Curry, Maggie	Sampson
Driggs, Alfred	Robeson
Dockery, Mary E	Hoke
Evans, Irene	Cumberland
Evans, Janie	Richmond
Evans, Lula	Cumberland
Flagg, Fannie	Granville
Graham, Frances	Cumberland
Hailey, Lillie	Richmond
Hailey, Mae Fannie	Richmond
Jones, Pearl	Cumberland
Justus, Theresa	Cumberland
Lee, Minnie	Johnston

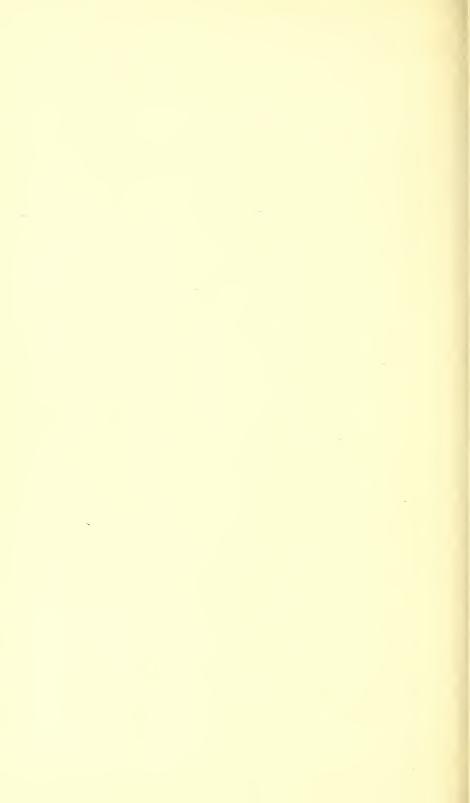
McCallum, Beatrice	
McCallum, Jamsena	Cumberland
McEachin, Beulah	Robeson
McKoy, Berta	Harnett
McKoy, Henrietta	Cumberland
McKoy, Katie	Cumberland
McLaughlin, Lee Benton	Robeson
McLeod, Lucion	Cumberland
McLeod, Sarah	Cumberland
McMillan, Lee	Harnett
Melvin, Gertrude	Sampson
Mitchell, Annie	
Mitchell, Paul	Cumberland
Morrison, Ola	Cumberland
Steele, William H	
Taylor, Jessie	Cumberland
Tuck, Georgia	Lee
Waters, Addell	Cumberland
Waters, Christina	Cumberland
Watson, Lacy	
Watson, Lloyd	Cumberland
Watson, William	Robeson
Williams, Jesse	Wayne
Williams, Thornton	-
Wilson, Ethel	
Wood, Eula Mae	

SEVENTH GRADE

nerum, BoydRo	beson
Seatty, Lottie	
rewington, Charles	
rown, Bessie	
Grown, Sadie	erland
ullard, MarcellaSar	
yrd, AnnieCumbe	erland
apble Kazee	
ogdell, Vandaliah Ro	beson
Sovington, JohnRo	beson
ox, PercyI	enoir
dibreth, NoraSar	npson
Pavis, PicolaRich	
Pavis, SarahCumbe	
Parden, AugustaI	
ebnam, MabelFra	
Oockery, BeatriceRich	
Oockery, JessieRich	mond
Oouglas, ArthurRo	



CLASS IN PRACTICAL AGRICULTURE



Elliott, Ernest	Cumberland
Emmerson, Alverta	Lee
Fisher, Berta	Sampson
Fisher, Myrtle	Sampson
Gainey, Bertha	Cumberland
Gardner, John	Cumberland
Gibson, Banzie	Scotland
Gould, Picola	Pohogon
Graham, Franklin	
Handon, Martha	
Hill, Annie G	
Hill, Lucy	
Ingram, Nellie	Anson
Jacobs, Annie	
Johnson, Viola	
Leak, Julia I	Richmond
Lloyd, Lucy Ann	
McRae, Allie Mae	Richmond
McRae, James	Robeson
McArthur, Mary E	Cumberland
McArthur, Mary	
McCall, Cary	
McCormick, Mamie	
McDonald, Frank	
McLaurin, Grace	
McLaurin, James	
McLean, Myrtice	
McMillan, Ellis	
McMillan, Mary E.	
McNeil, Elsie	
McNeill, Mary	
Mallett, Leonidas	Harnett
Malloy, Fannie	Robeson
Malloy, Willie	Cumberland
Mitchell, Josephine	Columbus
Melvin, Mary	Cumberland
Miles, Chanie	Robeson
Miles, Nero	\dots Robeson
Monroe, Luvenia	.Cumberland
Newell, George	\dots Bladen
Newman, Oscar	Sampson
Parker, Bessie	Robeson
Parker, Everlena	Sampson
Parker, Sarah	Robeson
Patterson, James	.Cumberland
Robinson, Enda	.Cumberland
Shipman, Avy	Bladen
Smith, Bell	Granville
	· · · · · · · · · · · · · · · · · · ·

Smith, HowardRobeson
Stevens, Katie
Swain, DaisyBrunswick
Tate, Lula
Taylor, MaggieCumberland
Thomas, MaryCumberland
Thompson, Bessie
Townsend, WilburEdpecombe
Turner, A
Vincent, Annie
Wall, Blanche
Watson, MararetCumberland
Wade, LillianRichmond
Williams, Lucile
Williams, SamCumberland
Wilson, BessieCumberland
Wooten, GeorgeLenoir

SIXTH GRADE

Adair, Willie	
Beatty, Ferman	Cumberland
Becton, Isaac	Wayne
Blackmon, James	Edgecombe
Blackmon, Winnie	Cumberand
Blake, Bertha	Cumberland
Boone, Eugenia	Cumberland
Bracey, George W	
Brewington, Dewey	_
Brinkley, Alice	
Brown, Mamie	
Buckner, Flossie	
Burney, Mary E	
Burton, Christine	
Burton, Estella	
Campbell, Leora	
Carter, Bessie	
Chalmers, Henry	
Cotman, Venezula	
Cox, Alberta	
Cromartie, Haynes	Cumberland
Curie, Sophronia	
Davis, Robert	
Dowdy, Emma	
Eason, Allen	
Elliott, Junious	
Elliott, Sherman	
Evans, Ambro	
	····· Quanto cirana

Evans, Chlorie
Freeman, James
Frink, EmmettBrunswick
Gibson, GeorgeScotland
Gillis, JohnCumberland
Gunter, LavoniaMoore
Hagan, LeslieCumberland
Haislip, LauraForsyth
Hill, AnnieCumberland
Jackson, Flossie
Johnson, Beatrice
Johnson, Louise
Jones, Wilton
Leach, DeamesSampson
McBryde, WilliamSouth Carolina
McCormick, Vashti
McDuffie, HenriettaFlorida
McDuffie, PericlesFlorida
McEachin, Maceo
McIntosh, JackScotland
McKinnon, SarahRobeson
*McLauchlin, AlfredRobeson
McLauchlin, MaryHoke
McLaurin, Gertrude
McLaurin, Wesley
McNeill, Augusta
McNeill, Fletcher
McPherson, Helen
McRae, Olive
May, HattieFranklin
Middleton, KatieDuplin
Morgan, George
Newman, Isaac
Newman, Mary
Newton, Blanche
Oates, Mamie
Patterson, PenninahLenoir
Parker, JessieWayne
Perry, Charles
Perry, Lincoln
Reeves, BlonnieLee
Richardson, John
Rogers, Clarence
Sharp, WilliamEdgecombe
Shaw, James
Shaw, Alvis
*Deceased
Deceased

Singleton, Juanita	New Hanover
Smith, Leola	Cumberland
Carala Haria Man	Cumbonland
Spark, Essie Mae	
Sutton, Virginia	Wayne
Taylor, David	
Treadwell, John	Cumberland
Vincent, Arthur	Cumberland
Wall, Maggie	Richmond
Watson, Robert	Cumberland
Willis, Alice	Cumberland
Wilson, Allie	Cun.berland
Williams, Hervey	Cumebrland
Wright, John	Cumberland
Womble, Robert	Cumberland
Wood, Alfonso	Cumberland

FIFTH GRADE

Adams, Webbie	Richmond
Allison, John	
Anderson, Tommie J	Robeson
Baker, Allie	Lee
Bethea, Elizabeth	Cumberland
Brewington, Hobson	
Prown, Maxwell	
Brown, Neil	
Bullard, Janie	
Byrd, Russell	
Byrdsol, George	
Cooper, John	Sampson
Council, Mary	Cumberland
Cox, Edward	Cumberland
Currie, Charlie	Roheson
Davis, Alea	Wayne
Evans, Luvenia	Cumberland
Gillis, Mary	Cumberland
Gordon, Gladys	Richmond
Jackson, Nicholas	Pichmond
Jackson, Mattie	Wayne
Jones, Thomas	Cumberland
Leach, Normie	Cumberland
McGuire, William	Cumberland
McLaurin, Caroline	Cumberland
McLaurin, Mary J	Cumberland
McNeill, Chester	Cumperland
McRae, Willie	Cumbonland
Malloy, Alexander	Comberland
Miller Lou Anna	
Miller, Lou Anna	Duplin

201	To 1
Monroe, Minerva	
Moore, Lillion	Edgecombe
Oates, Julia	Cumberland
Parker, Franklin	
Ray, John	Cumberland
Ross, Charlotte	\dots Cumberland
Simmons, Leslie	Robeson
Smith, Annie	Cumberland
Smith, Claudia	Harnett
Smith, Cora	Harnett
Spark, Laura	Cumberland
Stevens, Louise	Cumberland
Williams, Tolar V	Cumberland
Williams, Quincy	\dots Cumberland
Willis, Alice A	Cumberland

FOURTH GRADE

Andrews, Fred
Baldwin, Ro sevelt
Burton, Eura MaeCumberland
Council, ClaudieCumberland
Council, Albert
Cox, EmmaCumberland
Cox, John Wesley
Cox, Tommy
Curry, EthelCumberland
Diggs, Carrie MaeSampson
Douglas, W. J
Hardison, Inez
Jackson, Lucy
Jackson, D. Lee
Leach, Charles
Long, Eunice
King, Walter
McArthur, Fairfax
McCain, John Eddie
McDuffie, Annie L
Powell, Ethel
Powell, Willie
Thomas, Richard
Townsand Noil
Townsend, Neil
Thompson, Mary
Wilson, James
Wilson, Ila
Williams Alberts
Williams, Alberta
Wright, Bessie
Wright, Raymond

THIRD GRADE

Anderson, SadieWake
Beatty, EuniceCumberland
Berry, RoyNew Hanover
Bristol, Evander
Council, Edmonia
Curry, Thurso
Fuller, Larrie
Gillespie, Bannie
Harrington, Viola
Jones, Hester
Jordan, Herbert
Leach, Callie
McKinnon, Esther
McPhaul, Esther Robeson Moore, Nora B Harnett
Ray, James RCumberland
Stanley, Beatrice
Thompson, Janie
Wilson, Missie
Wilson, IsaiahCumberland
Williams, Calvin
Wright, IsaacCumberland
Wright, Weldon
SECOND GRADE
Bristol, BennieCumberland
Burnie, Nettie
Evans, Sarah
Johnson, Joseph
Johnson, Joseph
Malloy, Harrison
Malloy, Harrison Cumberland Melvin, Wade Cumberland
Malloy, HarrisonCumberlandMelvin, WadeCumberlandWilliams, LewisCumberland
Malloy, HarrisonCumberlandMelvin, WadeCumberlandWilliams, LewisCumberlandSingleton, RichardNew Hanover
Malloy, HarrisonCumberlandMelvin, WadeCumberlandWilliams, LewisCumberlandSingleton, RichardNew HanoverSurles, DouglasCumberland
Malloy, HarrisonCumberlandMelvin, WadeCumberlandWilliams, LewisCumberlandSingleton, RichardNew HanoverSurles, DouglasCumberlandSurles, RosabelCumberland
Malloy, Harrison Cumberland Melvin, Wade Cumberland Williams, Lewis Cumberland Singleton, Richard New Hanover Surles, Douglas Cumberland Surles, Rosabel Cumberland FIRST GRADE
Malloy, Harrison Cumberland Melvin, Wade Cumberland Williams, Lewis Cumberland Singleton, Richard New Hanover Surles, Douglas Cumberland Surles, Rosabel Cumberland FIRST GRADE Allison, Alexzine Cumberland
Malloy, Harrison Cumberland Melvin, Wade Cumberland Williams, Lewis Cumberland Singleton, Richard New Hanover Surles, Douglas Cumberland Surles, Rosabel Cumberland FIRST GRADE Allison, Alexzine Cumberland Allison, Magdaline Cumberland
Malloy, Harrison Cumberland Melvin, Wade Cumberland Williams, Lewis Cumberland Singleton, Richard New Hanover Surles, Douglas Cumberland Surles, Rosabel Cumberland FIRST GRADE Allison, Alexzine Cumberland Allison, Magdaline Cumberland Allison, Max Cumberland
Malloy, Harrison Cumberland Melvin, Wade Cumberland Williams, Lewis Cumberland Singleton, Richard New Hanover Surles, Douglas Cumberland Surles, Rosabel Cumberland FIRST GRADE Allison, Alexzine Cumberland Allison, Magdaline Cumberland Allison, Max Cumberland Baxter, Lula Mae Cumberland
Malloy, Harrison Cumberland Melvin, Wade Cumberland Williams, Lewis Cumberland Singleton, Richard New Hanover Surles, Douglas Cumberland Surles, Rosabel Cumberland FIRST GRADE Allison, Alexzine Cumberland Allison, Magdaline Cumberland Allison, Max Cumberland Baxter, Lula Mae Cumberland Baxter, James Cumberland
Malloy, Harrison Cumberland Melvin, Wade Cumberland Williams, Lewis Cumberland Singleton, Richard New Hanover Surles, Douglas Cumberland Surles, Rosabel Cumberland FIRST GRADE Allison, Alexzine Cumberland Allison, Magdaline Cumberland Allison, Max Cumberland Baxter, Lula Mae Cumberland Baxter, James Cumberland Bristol, Ruth Cumberland
Malloy, Harrison Cumberland Melvin, Wade Cumberland Williams, Lewis Cumberland Singleton, Richard New Hanover Surles, Douglas Cumberland Surles, Rosabel Cumberland FIRST GRADE Allison, Alexzine Cumberland Allison, Magdaline Cumberland Allison, Max Cumberland Baxter, Lula Mae Cumberland Baxter, Lula Mae Cumberland Bristol, Ruth Cumberland Bristol, Willie Cumberland
Malloy, Harrison Cumberland Melvin, Wade Cumberland Williams, Lewis Cumberland Singleton, Richard New Hanover Surles, Douglas Cumberland Surles, Rosabel Cumberland FIRST GRADE Allison, Alexzine Cumberland Allison, Magdaline Cumberland Allison, Max Cumberland Baxter, Lula Mae Cumberland Baxter, James Cumberland Bristol, Ruth Cumberland Bristol, Willie Cumberland Brown, Rogers Cumberland
Malloy, Harrison Cumberland Melvin, Wade Cumberland Williams, Lewis Cumberland Singleton, Richard New Hanover Surles, Douglas Cumberland Surles, Rosabel Cumberland FIRST GRADE Allison, Alexzine Cumberland Allison, Magdaline Cumberland Allison, Max Cumberland Baxter, Lula Mae Cumberland Baxter, James Cumberland Bristol, Ruth Cumberland Bristol, Willie Cumberland Brown, Rogers Cumberland Brown, Rogers Cumberland Burney, Willie Cumberland
Malloy, Harrison Cumberland Melvin, Wade Cumberland Williams, Lewis Cumberland Singleton, Richard New Hanover Surles, Douglas Cumberland Surles, Rosabel Cumberland FIRST GRADE Allison, Alexzine Cumberland Allison, Magdaline Cumberland Allison, Max Cumberland Baxter, Lula Mae Cumberland Baxter, James Cumberland Bristol, Ruth Cumberland Bristol, Willie Cumberland Brown, Rogers Cumberland Brown, Rogers Cumberland Burney, Willie Cumberland Chalmers, Cora Cumberland
Malloy, Harrison Cumberland Melvin, Wade Cumberland Williams, Lewis Cumberland Singleton, Richard New Hanover Surles, Douglas Cumberland Surles, Rosabel Cumberland FIRST GRADE Allison, Alexzine Cumberland Allison, Magdaline Cumberland Allison, Max Cumberland Baxter, Lula Mae Cumberland Baxter, James Cumberland Bristol, Ruth Cumberland Bristol, Willie Cumberland Brown, Rogers Cumberland Brown, Rogers Cumberland Burney, Willie Cumberland

Council, Lillie	.Cumberland
Council, Nannie	.Cumberland
Corbin, Charles	
Corbin, Amanda	.Cumberland
Crump, Willie B	
Curry, Wilbur	.Cumberland
Diggs, Della B	.Cumberland
Eddison, Kiser	.Cumberland
Elliott, Mattie	.Cumberland
Elliott, Velna J	.Cumberland
Elliott, Margaret	
Brown, Sadie	Cumberland
Evans, Eugene	Cumberland
Fuller, Lou Ella	
Fuller, Mamie	
Fuller, Ro sevelt	
Graham, Ella	
Hale, William	
Hinton, Marcellus	
Johnson, Henry	
Johnson, Sadie	
Kirkpatrick, Charles	
Leach, Eddie	.Cumberland
Long, David	
Long, McKenzie	.Cumberland
Long, Robert	
McAlister, Lillie	
McAlister, Walter	
McLaurin, Francis	.Cumberland,
McLaurin, Nicey	.Cumberland
Parker, John L	.Cumberland
Rafier, Isaac	.Cumberland
Ray, Alvester	
Ray, Oscar	.Cumberland
Sadler, William	
Sparks, Parnell	.Cumberland
Stevens, William	.Cumberland
Stevens, Christine	.Cumberland
Stevens, Ella	.Cumberland
Stevens, Hosea	.Cumberland
Stevens. Rosa	Cumberland
Taylor, Helen	Cumberland
Womack, Carrie	.Cumberland
Wilson, Virginia	Cumberland
Wood, Dorris M	Cumberland
Wright, Ernest	Cumberland
Wright, Margaret	Cumberland
	· Camperiand

ENROLLMENT

IN ALL DEPRTMENTS

Enrollment in Summer School	186
Enrollment in Normal Department	81
Junior High School	61
Preparatory Department	230
Model Practice School	130
Total .	688

The strength of every community is dependent upon the average of the intelligence of that community, and this intelligence is dependent upon the education of the entire mass and not of the few."—Charles B. Aycock.

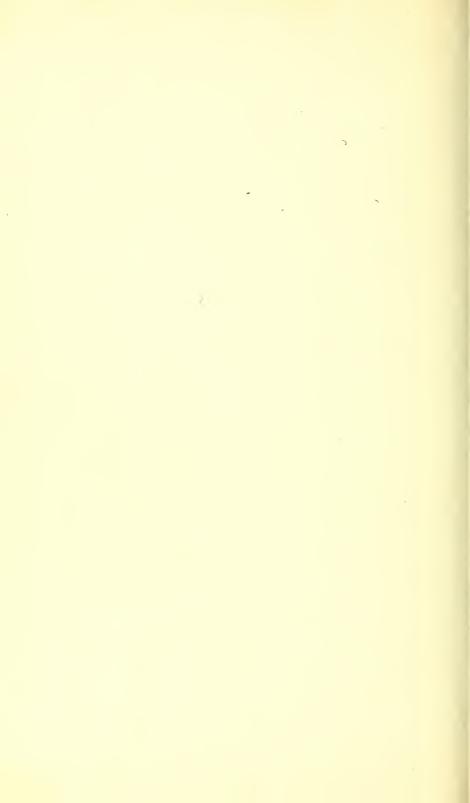
"To close the door of hope against any child within the borders of the State, whatever be his race or condition, by deliberately removing him from the possibilities of securing such training as will fit him for the life he has to live, is un-Christian, un-Democratic and un-American."—Governor N. C. Blanchard.

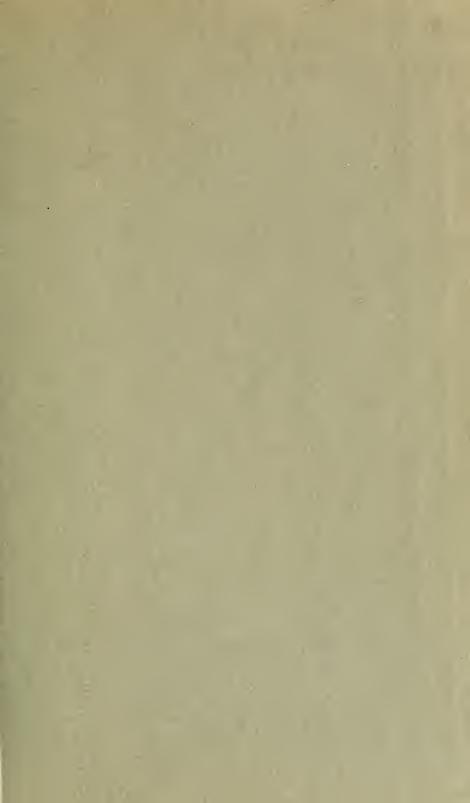
"Every son, whatever may be his expectation as to future, ought to be so educated that he can superintend some part of the complicated machinery of social life; and every daughter ought to be so educated that she can answer the claims of humanity whether these claims require the labor of the head or the labor of the hand."—Horace Mann.











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